SENIOR YEARS
11 and 12

HANDBOOK
2014 - 2015

Please keep this booklet for future reference in Year 12
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Important Dates

For the current Year 10 students heading into Year 11 in 2014

Thursday 18th July – VCE Information night 6:00pm – 7:30pm

Students and parents will be informed about the Lara Secondary College programs being offered in 2014 and 2015 for current Year 10 students. Information will be distributed regarding the VCE, VCAL and VET programs. This includes the subjects that will be offered and the way in which these subjects combine to enable each individual student to obtain their chosen Pathways whether it is work or further study. Students and parents will also have the opportunity to get course specific advice and guidance from representatives from the Deakin University and the Gordon TAFE.

Friday 9th August – course counselling interviews 9:00am – 4:30pm

Students are expected to have read their copy of the Senior Years handbook and to have discussed possible pathway options and subjects from the blocks with parents prior to this interview. This along with extensive career exploration during Pathways classes will allow parents, students and counsellors a starting point to make an informed decision regarding the student’s future pathway. Students will be required to bring their MIPs folder to their course counselling session. Students are also expected to fill in the relevant selection sheet in the back of this handbook and to bring the handbook with them to the interview.

It is expected that both parents/guardians and students will attend the Course Counselling Sessions. There will be no formal classes for students on this day.

For the current Year 11 students heading into Year 12 in 2014

Thursday 1st August – course counselling interviews 9:00am – 4:30pm

Students are expected to have read their copy of the Senior Years handbook and to have discussed possible pathway options and subjects from the blocks with parents prior to this interview. This along with extensive career exploration during Pathways classes will allow parents, students and counsellors a starting point to make an informed decision regarding the student’s future pathway. Students are also expected to fully complete a draft copy of their prospective subject choices and to bring the handbook with them to the interview.

It is expected that both parents/guardians and students will attend the Course Counselling Sessions. There will be no formal classes for students on this day.
Glossary of Terms

- **1 & 2 Units** – Units within a VCE study designed to cater for learning at the Year 11 level of competency.

- **3 & 4 Units** – Units within a VCE study designed to cater for learning at the Year 12 level of competency.

- **AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)** The overall ranking on a scale of zero to 99.95 that a student receives based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Unlike the study score, the ATAR is a means of comparing students across studies, rather than within them.

- **AUTHENTICATION** – This is the procedure observed by both teachers and students in order to attest that work undertaken is genuinely that of the student. The Victorian Curriculum and Assessment Authority (VCAA) has produced detailed guidelines outlining how this is to be achieved and includes the teacher sighting drafts of the students’ work at various stages and students attending all classes.

- **CONSIDERATION OF DISADVANTAGE** – Where illness or other factors affect performance, students may seek special consideration. The Victorian Curriculum and Assessment Authority (VCAA) publish guidelines in relation to Consideration of Disadvantage. Consult with the Senior Years Leader if you feel your situation warrants consideration of disadvantage.

- **GAT** – The General Achievement Test is a test undertaken by any student enrolled in a Unit 3 and 4 Study. The test, usually conducted in the June exam period, is made up of a writing task and a set of multiple choice questions on general knowledge. While the GAT doesn’t form part of the graduation requirements of the VCE, it is a mechanism employed by the VCAA to ensure that schools are marking School Assessed Tasks to the same standard. If a student’s GA/SAT results disagree with GAT results by a large margin, then the VCAA will review the school’s assessment of tasks in that study and the student’s grades may be altered.

- **GRADED ASSESSMENT (GA)** - All VCE studies have three Graded Assessments for each Units 3 and 4 sequences, except for scored VCE VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks.

- **OUTCOMES** - Teachers will set tasks that will measure whether a student has satisfied a particular outcome in a subject. All students must meet each Outcome in every subject if they are to gain a pass in that study.

- **PATHWAYS** – Different vocational directions and options which VCE/VCAL students may take as they move through the broad area of education and training.

- **PREREQUISITES** – Are Units that must be passed and included in a student’s ATAR for entry into certain TAFE and Tertiary courses.
Glossary of Terms

- **SBA** – School Based Apprenticeships. The scheme that allows students to undertake a secondary school certificate while being in paid part time employment and completing a nationally recognised Vocational Education and Training (VET) qualification.

- **SCHOOL ASSESSED COURSEWORK – (SACs)** - A set of assessment tasks that assess students’ achievement of VCE Units 3 and 4 outcomes.

- **SCHOOL ASSESSED TASKS – (SATs)** – Assessment Tasks undertaken by students at school and which are set by VCAA and graded by teachers. The marks obtained count towards a student’s overall Study Score.

- **SEQUENCE OF UNITS** – Most studies are designed as a sequence of four Units to be taken each Semester over the two years. Units 1 & 2 are normally attempted in Year 11 and can be undertaken as single Units. Units 3 & 4 of a particular study are normally attempted in year 12 and must be taken as a sequence.

- **STUDY** – A sequence of half year Units in a particular curriculum area, for example English, Mathematics, Economics.

- **STUDY DESIGN** – The Study Design describes the Units available within the study and prescribes the objectives, topics, work requirements and assessment tasks. Full description of study designs can be found on the VCAA website.

- **STUDY SCORE** – The Study Score is the numeric score out of 50 that a student receives for each of their Unit 3 & 4 studies (subjects) in the VCE. The GA/SAT grades received for each study as well as exam results determine the Study Score.

- **TAFE** – Technical and Further Education.

- **TERTIARY INSTITUTIONS** – Generally Universities.

- **UNIT** – A Semester length component of a study (subject) representing approximately 100 hours of work, of which about 50-60 hours is class time.

- **VCAA** – The Victorian Curriculum and Assessment Authority: responsible for curriculum, assessment certification and administration of the VCE and VCAL at Years 11 and 12 in Victoria.

- **VCE** – Victorian Certificate of Education.

- **VCAL** – Victorian Certificate of Applied Learning.

- **VELS** – Victorian Education Learning Standards

- **VTAC** – Victorian Tertiary Admissions Centre

- **VQA** – The Victorian Qualifications Authority.
VCE/VCAL Regulations

Attendance
Students are required to attend all scheduled classes in order to maximize the teaching/learning process and to satisfy the Outcomes. It is necessary that most work is completed during class time to allow authentication.

The Victorian Curriculum and Assessment Authority have published strict guidelines regarding student attendance and provide schools with the option of failing a student in one or more Units if absences are unapproved.

The following conditions relating to student absences are essential to note:

- Students whose attendance falls below 90% in any subject will be deemed to have failed that subject. Absences explained with medical certificates will not be included in the calculation. Consequently, it is strongly recommended that a medical certificate be provided for all absences no later than two days after their return to the College.

- Students who are absent from classes must produce a parental note or preferably a medical certificate to be presented and signed by the student’s Pathways teacher no later than two days after their return.

- Any absence on the day a major piece of work (e.g. GA/SAC/SAT) is due must be covered by a medical certificate or the work will not be accepted. A note from parents will not suffice.

- It is the College’s prerogative to determine the legitimacy of any explanation. Absence not supported by the appropriate documentation will be treated as an ‘unapproved absence’. Family holidays are generally not regarded as approved absences. Requests for exemption should be made well in advance and will only be granted in extreme circumstances. Appointments made in school hours, which could have been scheduled after hours, will not be approved. Staying home to complete work will be considered an ‘unapproved absence’. Absence from class while at school without the permission of the subject Teacher will be considered as an ‘unapproved absence’.

- Students may be required to make up any time lost as a result of ‘unapproved absences’ and may also face school suspension.

- Any student receiving an N grade because of a breach of the attendance policy will have an opportunity to appeal the decision. The student’s intention to appeal must be received within 14 days of the student receiving the notification of the N result. (See the Senior Years Leader)
VCE/VCAL Regulations

Lateness
Students are expected to be punctual, and can be marked with an ‘Unapproved Absence’ if late to class.

Extensions
An extension of time for the submission of key tasks is ONLY POSSIBLE UNDER ‘Special Provision’ guidelines. For an extension to be granted, a student will have generally encountered significant hardship due to ill health or personal circumstances. All applications for ‘Special Provision’ are to be made to the appropriate Year Level Leader.

Lost or Damaged Work
It is the student’s responsibility to take precautions to ensure that they keep copies of all significant work. Students must ensure that they store their work, including rough drafts and notes, hard copies and electronic copies (e.g. computer files) in a secure place. Students are encouraged to utilise the computer facilities at the College and to back-up their work on suitable media.

Study Score and the ATAR
The grades and study scores of students who have received special provision are reported on their Statement of Results in the same way as the grades and study scores of other students. The VCAA will report each student’s final study score to the Victorian Tertiary Admissions Centre (VTAC) for the calculation of the ATAR. VTAC will calculate a single ATAR for each student.

Special Provision
The policy of Special Provision allows Lara Secondary College to make alternative arrangements for students’ school based assessments where they suffer significant disadvantage. This may include arrangements to allow students to demonstrate their ability to meet the set outcomes and achieve a score for set tasks.

This policy also makes provision for students suffering significant hardships during examination periods. Any special provisions granted to a student will be incorporated into the calculation of the student’s final grades and study score. Applications for Special Provision are to be made via the Senior Years Leader.

All students receive a single study score for each study, regardless of whether or not they are given special provision for their assessments.

Students must apply to the Senior Year leader for these provisions using the application form available from their Pathways Teacher. Supporting medical and/or other specialist evidence will be required.

PLEASE NOTE: It is vital that students inform their Pathways teacher or the Senior Years Leader if they believe they are suffering significant hardship that is affecting their studies.
Special arrangements for VCE examinations

The College may apply to the VCAA for special arrangements for students who, because of illness or disability, are unable to complete their VCE examinations in the same way or under the same conditions as other students.

All issues and applications associated with personal difficulties and illness must be dealt with and made through Mr Donnelly (Senior Years Coordinator).

**Special exam arrangements**

If it can be demonstrated that a student’s achievement within an exam will be adversely affected by:

- Accident or sudden onset of illness;
- Personal circumstances;
- Long-term impairment;
- Learning disability,

the student may be eligible for special exam arrangements.

These arrangements may include:

- Extra reading time;
- Extra writing time;
- Rest breaks;
- Access to medication during the exam;
- The assistance of a scribe for the exam;
- Use of a computer.

Applications for special arrangements must have supporting medical evidence provided by appropriate professionals and must be made by the start of March for the June and October/November Year 12 exam periods.

The VCAA will not approve special examination arrangements for students who have a long-term impairment if they have not been given similar arrangements by their school during the year.

**SEAS (Special Entry Access Scheme)**

Students who have experienced long-term illness or personal hardship throughout Year 12, (i.e. that has impacted on their performance in that year), can apply through VTAC, for consideration of these “Chronic Circumstances.”

This information is then forwarded to Universities and/or TAFE colleges to which students have applied and is given consideration as part of the selection process.

Students will be informed of the SEAS application process during Pathways and will work directly with Nell Wilson (Careers Counsellor) to fulfil all requirements of this process. Categories of the SEAS include:
• Category 1: Personal information and location
• Category 2: Non-English speaking background
• Category 3: Difficult circumstances
• Category 4: Disadvantaged financial background
• Category 5: Disability or medical condition

More information about the categories of the Special Entry Access Scheme can be found on the VTAC Website on the following link: http://www.vtac.edu.au/seas-home.html

SEAS applications need to be made by early October and can be made with the assistance of Nell Wilson (Careers Coordinator).

Compassionate late withdrawal or interrupted studies
At times illnesses or personal circumstances have been so severe for students when they are trying to cope with the demands of VCE or VCAL, they are unable to meet the requirements within a subject area or for the certificate as a whole. If appropriate professional supporting evidence is provided, students may withdraw from subjects or the certificate without penalty. Contact the Senior Years Coordinator for further information.

The use of a Derived Examination Score
This provision is for students who are prevented from attending an examination or whose performance on an examination is adversely affected as a result of illness, accident or a personal traumatic event occurring immediately before or during the examination period.

Students must apply for a Derived Examination Score to the Senior Years Leader who will consider their application and make a recommendation to the VCAA. Students must complete the VCAA application form for a Derived Examination Score and provide independent professional evidence to support the application. The VCAA will consider each student’s application and may approve or refuse the application. Students granted special provision must meet the requirements for Satisfactory Completion of the VCE, and must be assessed against the same standards as all other students.

Access to Computer Facilities
The College has numerous computer areas throughout the school. Senior students are encouraged to make use of these facilities providing they do not interfere with other classes and they must first seek permission from the relevant staff member.

Satisfactory Completion of the VCE
In order to successfully complete the VCE, a student must pass 16 Units including:

• At least three Units of English
• At least 3 sequences of Unit 3 & 4 studies other than English

In order to satisfactorily complete a Unit, students must satisfactorily complete ALL the OUTCOMES for the Unit in accordance with the guidelines set out in the study design. Failure to complete these Outcomes will result in the student receiving an ‘N’ grade for that Unit.
Authentication

It is recognised that in producing work for assessment purposes, students will frequently draw on various forms of assistance. The basic objective of authentication is to ensure that students submit for assessment only work that is their own and that they acknowledge all assistance received.

Rules and Procedures for Students

• Students must ensure that all unacknowledged work submitted for assessment is genuinely their own work.

• Students must acknowledge all resources used. This includes:
  - Text and source material.
  - The name(s) and status of any person(s) who provided assistance and the type of assistance provided.
  - Internet and electronic sources.

• Students must not receive undue assistance from any other person in the preparation and submission of work. Acceptable levels of assistance include:
  - The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which have been transformed by the student in a new context.
  - Prompting and general advice from another person or source which leads to refinements and/or self-correction.

• Unacceptable forms of assistance include:
  - Use of, or copying of, another person’s work or other resources without acknowledgment.
  - Actual corrections or improvements made by another person.

• Students must produce appropriate evidence of the development of their work from planning and drafting, through to the final piece of work. This will enable the teacher to monitor/record the development of the work and attest that the work is the student’s.

• Students who knowingly assist other students in a breach of authentication may be penalised.

• Occasionally, there will be instances where the authenticity of student work needs to be checked. In particular, teachers must satisfy themselves about the authenticity of any student work that:
  - Is not typical of other work produced by the student,
  - Is inconsistent with the teacher’s knowledge of the student’s ability,
  - Contains unacknowledged material,
  - Has not been sighted and monitored by the teacher during its development.
VCE/VCAL Regulations

- Teachers will not accept such work for assessment until sufficient evidence is available to show that the work is the student’s own. The onus is on the student to provide evidence that the work submitted is their own and was completed in accordance with the VCAA requirements. In order to obtain the necessary evidence, students may be required to:
  - Provide evidence of the development of the work, for example, drafts,
  - Discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work,
  - Provide samples of other work,
  - Complete, under supervision, a supplementary assessment task (or test) related to the original task,
  - Attend an interview or complete a test to demonstrate an understanding of the work.

- In all instances relating to authentication, students will be interviewed by the Assistant Principal and VCE staff and parents or guardians contacted. If the school is still not satisfied and suspects a substantial breach of Authentication then a formal interview will be conducted. Rules and regulations relating to the interview and panel will be sent to students and parents prior to the interview.

Penalties for breach of rules – Authentication
The principal has the power to:
  (i) Reprimand a student,
  Or
  (ii) Give the student the opportunity to re-submit work if this can occur within the dates designated by the Victorian Curriculum and Assessment Authority,
  Or
  (iii) Refuse to accept that part of the work which infringes the rules and base a decision whether to award the work as an N or an S upon the remainder of the work,
  Or
  (iv) Refuse to accept any of the work if the infringement is judged by the Principal to merit such a decision, in which case an N will be awarded for the work.

Where work was initially accepted for assessment and a breach of rules has been discovered after the initial assessment has been made, the Principal shall determine which of the above penalties shall be imposed. This may result in a change of the original result from an S to an N in accordance with the above procedure. If an N is awarded, then, as a consequence, an N may be awarded for the Unit concerned.
VCE/VCAL Regulations

Notification to the Student
If a decision is made to impose a penalty as described in this section, the Principal must notify the student in writing within 14 days of the decision being made. This notification must include:

- The nature of the Breach of Rules by the student,
- The reasons for a decision being made that a Breach of Rules had occurred and the evidence supporting this,
- The penalty to be imposed,
- Advice about the student’s right to appeal to the Victorian Curriculum and Assessment Authority, and
- Advice that this appeal must be lodged within 14 days of receipt of notification from the Principal.

Appeals
Students have a right of appeal to the Victorian Curriculum and Assessment Authority against the decision of the Principal if a penalty has been imposed because of a breach of the Victorian Curriculum and Assessment Authority rules set out above.

Students may appeal on one or both of two grounds:
- That a breach had not occurred,
- That the penalty was too severe.

Please note
There is no appeal to the Victorian Curriculum and Assessment Authority in the case of a school refusing to accept the late submission of a School Assessed Task or School Assessed Coursework.

SAC make up classes
If a student misses a SAC through illness, or have been offered the opportunity to re-do a SAC to get an ‘S’ for an outcome, they will be placed in a SAC makeup class. They will NOT be able to re-do a SAC during class or lunch time.

These are supervised classes that run on Monday after school from 3:30pm – 4:30pm and Friday during session 4 (2:05pm – 3:20pm) as part of the Outcome Completions Sessions.

If a student is placed in one of these classes, they MUST attend it. They will have three weeks to attend this class. The only exceptions are if they have a medical certificate. If they do not attend, and do not have an approved excuse, they run the risk of failing this outcome and therefore the unit. These classes are provided to help students satisfactorily complete the work and therefore get ‘S’ for the unit.
VCE Units 1 & 2

Assessment
Students attempting any Unit 1 or 2 subjects will be assessed in two formats.

1. OUTCOMES - Satisfactory completion of all Units is based upon mastery of the prescribed Outcomes for each study. These outcomes are judged via assessment tasks as ‘S’ if the student has demonstrated an understanding or ‘N’ if the student has not demonstrated an understanding.

2. GRADED ASSESSMENTS - Performance on each task will be indicated by a letter grade from A+ to E, with UG representing a fail, and NA indicating that the work was not assessed.

Students will be advised by classroom teachers of due dates well in advance.

Changing Subjects
It may be possible for students in Year 11 to change subjects at the end of Semester One. This can only occur with the approval of the classroom teacher, parents and the Year 11 Program Leader. Students seeking a change to their program must complete a ‘Request for Course Modification’ form which is available from the Year 11 Program Leader. No changes will be made to student programs during the first two weeks of the academic year.

Homework/home Study
Students in Year 11 can expect homework in all of the Units they are attempting. The Study Designs published each year by the Victorian Curriculum and Assessment Authority (VCAA) emphasizes that part of the workload for each study needs to be undertaken at home. As a result, teachers will usually provide students with approximately 20 minutes of homework per night which equates to 1 - 2 hours per evening. This may vary at certain stages throughout the year as assessment deadlines and examinations approach.

Home study is different to homework. Home study will need to be undertaken throughout the year in order for students to revise class work. It is vital that they develop a routine of regular home study in order to maximise performance in tests and exams. Home study should be treated as a separate entity to homework. Students should devote at least one hour to home study each night.

LSC Homework expectations for each subject in Year 11:
1.5 hours per subject per week PLUS 1.5 hours of Home Study per subject per week which includes revision, summaries, extra readings and extension tasks

Exam Policy
As exams form an integral part of assessment in Units 3 & 4, it is essential that students are adept at preparing and sitting exams. Consequently, the College has a policy where students from Year 10 onwards, sit exams at the end of each Semester. All Unit 1 and 2 teachers will conduct formal examinations in each study area.
Assessment
Students attempting any Unit 3 or 4 subjects will be assessed in three formats.

1. SCHOOL ASSESSED COURSEWORK - School Assessed Coursework is used to differentiate between students’ abilities and helps, in conjunction with exams, to determine the ATAR which is the score used for entrance into University or TAFE. Satisfactory completion of all Units is based upon mastery of the prescribed Outcomes for each study. These outcomes are judged via assessment tasks as ‘S’ if the student has demonstrated an understanding or ‘N’ if the student has not demonstrated an understanding.

2. SCHOOL ASSESSED TASKS – Performance on each task will be indicated by a numerical grade with UG representing a fail, and NA indicating that the work was not assessed. Students are expected to complete all set work.

3. EXAMINATIONS - Examinations are held for all studies at the end of Unit 4.

Students will be advised by classroom teachers of all due dates well in advance.

Changing Subjects
In order to successfully complete the VCE, a student must pass 16 Units including:

(i) At least three Units of English/Literature
(ii) At least three sequences of Unit 3 & 4 studies other than English

Students in Year 12 are advised not to change subjects because of criteria (ii) above and must consult with the Year 12 Program Leader if they are concerned with their program.

Homework/home Study
Students in Year 12 can expect homework in all Units they are attempting. The study designs published each year by the Victorian Curriculum and Assessment Authority emphasize that part of the workload for each study needs to be undertaken at home. As a result, teachers will usually provide students with approximately 30 minutes of homework per night which equates to 2.5 hours per evening. This may vary at certain stages throughout the year as assessment deadlines and examinations approach.

Home study is different to homework. Home study will need to be undertaken throughout the year in order for students to revise class work. It is vital that students develop a routine of regular home study in order to maximise performance in tests and exams. Home study should be treated as a separate entity to homework. Students should devote at least one hour to home study each night.

LSC Homework expectations for each subject in Year 12:
2 – 2.5 hours per subject per week PLUS 2.5 - 3 hours of Home Study per subject per week which includes revision, summaries, extra readings and extension tasks
Rules for School-Assessed Coursework and School-Assessed Tasks

The VCAA sets down seven rules which a student must observe when preparing work for assessment.

These rules apply to School-assessed Coursework, they are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.
2. A student must acknowledge all resources used, including:
   - Text, websites and source material
   - The name/s and status of any person/s that provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from any other person in the preparation and submission of work.
   - Acceptable levels of assistance include:
     - The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking), but which has been transformed by the student and used in a new context
     - Prompting and general advice from another person or source which leads to refinements and/or self-correction
   - Unacceptable forms of assistance include:
     - Use of, or copying of, another person’s work or other resources without acknowledgment
     - Corrections or improvements made or dictated by another person.
4. A student must not submit the same piece of work for assessment in more than one study.
5. A student who knowingly assists other students in a breach of rules may be penalised.
6. A student must sign an authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student’s own.
7. A student must sign a general declaration that he/she will obey the rules and instructions for the VCE, and accept its disciplinary provisions.

A student who uses a computer to produce school-assessed work is responsible for ensuring that:

- There is an alternative system available in case of computer or printer malfunction or unavailability,
- Hard copies of the work in progress are produced regularly to meet drafting and authentication requirements, and
- Each time changes are made, the work is saved onto a back-up file. The back-up file should not be stored with the computer.
**VCAL requirements**

**Victorian Certificate of Applied Learning**

VCAL is a Senior Secondary Certificate designed for Year 11 and 12 students that focuses on applied learning. VCAL provides students with an opportunity to study a combination of VCAL, VET and VCE units and enables students to build a flexible pathway to the workforce, further vocational training, apprenticeships, and traineeships or to the VCE. The VCAL aims to give students generic skills and employability skills that are important for further education, training and employment. VCAL will be offered at Foundation, Intermediate and Senior levels, depending on the needs and abilities of the student.

Student learning programs are a set combination of VCAL units and competencies from accredited VET programs.

- Students build an individualised learning program from VCAL, VET and VCE units.
- Student learning programs are a combination of VCAL, VET and VCE units which build on those that have been completed in previous years.
- The emphasis of VCAL is on applied learning. This means project based learning that is linked to areas of vocational interest and subjects that provide young people with the skills needed for future employment and training.

Students must satisfactorily complete a minimum of ten credits to achieve a VCAL Level Certificate. Six of these must be at the VCAL certificate level in which the student is enrolled. One credit is equivalent to a VCAL unit, a VCE unit, a VCE/VET unit or 100 hours of Vocational or Further Education modules.

In addition, students must do at least one credit of:

1. **Literacy (or English) and Numeracy (or Maths)**
   - This includes English and Mathematics at an appropriate level for the students, aiming to provide them with the skills that enable progression to work, or further study.
     - Year 11 students will study VCAL Literacy and Numeracy at Foundation and Intermediate level.
     - Year 12 students will study VCAL Literacy and Numeracy at a Senior level.
     - **NOTE:** Students who undertake VCE English as part of their Literacy option can complete their VCE as well as their VCAL certificate.
   - The learning program will in most cases mean:
     - Initially four and a half days at Lara Secondary College completing the compulsory strands
     - Half a day at Northern Bay Senior College in a VET Certificate II or III program
     - Negotiated work placement, from term 2 of one day a week or a block placement.

2. **Industry Specific Skills (VET and/or an industry based program)**
   - This Unit develops skills, knowledge and behaviour related to specific industry sectors.

3. **Personal Development Skills**
   - This Unit aims to develop skills, knowledge and behaviours that provide improved self confidence, increased self esteem and community involvement through volunteer work or involvement in the Duke of Edinburgh Award.
4. Work Related Skills

- The purpose of this Unit is to develop employability skills, knowledge and attitudes valued within community and work environments as a preparation for employment.
  - All students will be actively encouraged to seek part time employment as well as participate in Structured Workplace Learning of 1 day per week or block work placement.

These credits are required to meet the need to demonstrate competency in each of the four VCAL learning strands: Literacy and Numeracy Skills, Industry Specific Skills, Personal Development Skills and Work Related Skills. It is important that the Literacy (or English) credit and the Personal Development Skills credit are at or above the certificate level the student is completing for certification.

Students should:

- identify which Literacy (or English) option is best suited to their abilities and strengths, while thinking of their learning pathway needs
- consider carefully which Numeracy (or Maths) option is best suited to their abilities and strengths
- identify their interests, abilities and strengths and link these to appropriate work/career choices. This will help select VET options for the Industry Specific Skills Strand and additional VCE units, if this is appropriate for the VCAL program being considered
- consider the descriptions of the VCAL Levels to help decide which VCAL Program best suits their abilities, strengths and pathway planning needs.

Including VCE subjects in a VCAL program is important for allowing the flexibility needed for completing both VCAL Level Certificates and the VCE certificate at the same time.

Note: students wishing to complete their VCE while completing VCAL level certificates must satisfactorily complete 3 VCE English units, as there is no credit transfer from VCAL Literacy units.

Why qualify with three certificates?
The VCE is widely recognised by institutes for further study. Many employers give some consideration to achievement of the VCE when recruiting new staff. The VCAL and VET certificates are valued by employers and accepted for entry into many TAFE courses. Their emphasis on work skills, personal development and the development of a portfolio of achievements can be valuable.
A credit transfer arrangement exists between the VCAL and VCE to allow for dual certification:

- Intermediate VCAL unit = VCE unit 1 or 2
- Senior VCAL unit = VCE unit 3 or 4

**Students must select one subject in each strand**

<table>
<thead>
<tr>
<th>Personal Development and Work Related Skills</th>
<th>Students complete this as a central part of VCAL</th>
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<tbody>
<tr>
<td>Literacy/English</td>
<td>Students choose from</td>
</tr>
<tr>
<td></td>
<td>• VCAL Literacy</td>
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<tr>
<td></td>
<td>• Foundation English</td>
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<td></td>
<td>• VCE English</td>
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<tr>
<td>Numeracy/Maths</td>
<td>Students choose from</td>
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<tr>
<td></td>
<td>• VCAL Numeracy</td>
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<td></td>
<td>• Foundation Maths</td>
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<td></td>
<td>• VCE General Maths</td>
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<tr>
<td>VET Certificate</td>
<td>Students must select a VET subject</td>
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<tr>
<td>VCE Enhancement/ VCAL Practical studies</td>
<td>Provides students with an opportunity to extend in a specialty area (i.e. Product Design - Wood for VET Building and Construction; Media for VET Multimedia). This is a good way to cement skills in an area of interest.</td>
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</tbody>
</table>

All students choosing to do VCAL will be required to attend an interview with the VCAL Leader, Mr Hassett, as part of their course counselling process.

*Students wanting to study at university are advised to undertake a VCE program.*
Here are some possible units, along with either English or Literature that is available to consider for some VCE Pathways. These are suggested subjects only.

<table>
<thead>
<tr>
<th>PATHWAY</th>
<th>Suggested SUBJECTS</th>
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<tbody>
<tr>
<td>Arts</td>
<td>Studio Art</td>
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<td></td>
<td>Visual Communication &amp; Design</td>
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<td></td>
<td>Design and Technology either Wood or Fabrics/ Drama/Music/Media VET – Photography or Multimedia</td>
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<tr>
<td>Performing Arts</td>
<td>Drama</td>
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<tr>
<td></td>
<td>Music</td>
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<td></td>
<td>VET – Photography, Music or Multimedia</td>
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<td>Own Choice</td>
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<td></td>
<td>Own Choice</td>
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<tr>
<td>Business</td>
<td>Mathematics</td>
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<td></td>
<td>Business Management</td>
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<td></td>
<td>Accounting</td>
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<td></td>
<td>Legal Studies</td>
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<td></td>
<td>Information Technology</td>
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<tr>
<td>Health</td>
<td>Mathematics</td>
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<td></td>
<td>Health &amp; Human Development</td>
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<td></td>
<td>Biology</td>
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<td></td>
<td>VET – Community Recreation/ Child Care</td>
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<td></td>
<td>Own Choice</td>
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<tr>
<td>Technology and</td>
<td>Mathematics</td>
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<tr>
<td>Design</td>
<td>Technology and Design</td>
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<td></td>
<td>VET</td>
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<tr>
<td></td>
<td>Visual Communication &amp; Design/ Media</td>
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<td></td>
<td>Own Choice</td>
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<tr>
<td>Physical</td>
<td>Physical Education</td>
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<td></td>
<td>Outdoor &amp; Environmental Education</td>
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<td></td>
<td>Health &amp; Human Development/ Biology</td>
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<td></td>
<td>VET – Community Recreation/ Child Care</td>
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<td>Own Choice</td>
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<tr>
<td>Maths/ Science</td>
<td>General Mathematics</td>
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<td></td>
<td>Mathematical Methods</td>
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<td>Chemistry/Physics/Biology/Psychology</td>
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<tr>
<td>Humanities</td>
<td>Literature</td>
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<td></td>
<td>History</td>
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<td></td>
<td>Sociology/International Studies</td>
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<tr>
<td></td>
<td>Business Management/Legal Studies</td>
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<tr>
<td>ICT</td>
<td>Mathematics</td>
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<td>Information Technology</td>
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<td>VET</td>
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<td></td>
<td>Media</td>
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<td></td>
<td>Own Choice</td>
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</tbody>
</table>

Some subjects will require the signature of a teacher who can verify that you are aware of the level/type of work required and that you have the commitment to undertake these subjects. The selection of the following subjects will require a signature from:

- **Mathematics** – current maths teacher
- **Chemistry** – Ms Foster
- **Physics** – Ms Gunning
- **Biology** – Mr Hardley
- **Literature** – Mrs Sherry
- **Physical Education** – Mr Hassett
- **Indonesian** – Pak Collier and having done Indonesian in Years 9 or 10
- **Food Technology** - Mr Donnelly
- **Studio Arts** – Mrs Nielson
- **Music** – Ms Newman (It is strongly recommended students should have about three years experience prior to Year 11 on a music instrument or in voice. It is also highly recommended students complete a semester of Music in Year 10 before undertaking Units 1&2. Students will be required to sit a music theory and practical performance test)
Supporting Students through their Final Years of Secondary Schooling

The final Senior Years of a student’s education are important and also very exciting because students have usually realised what their future pathway choice is and know exactly what they need to achieve in order to attain their pathway goal. Together, students and parents can be a very powerful team in ensuring the student reaches their full learning potential in the Senior Years.

What can parents do to help?

- Keep the year in perspective;
- Try to be realistic with expectations;
- Encourage self-belief and give lots of positive encouraging feedback;
- Be available to listen and talk through things when they need to;
- Have realistic expectations about the amount of household chores that are expected;
- Try not to compare them or their marks to others;
- Keep an eye on both their physical and emotional health and seek help if needed;
- Encourage them to get lots of sleep;
- Encourage them to start the day with a healthy breakfast to provide energy for the brain and make concentration and learning easier;
- Provide a suitable place for study that is quiet and free from distractions;
- Encourage uninterrupted homework/study time by offering to answer the phone and take messages during this time;
- Discuss what sort of help is needed from you. For example, whether it would be beneficial for you to read the texts to assist with informal discussion.
- Encourage students to take advantage of the Maths help and English support after school programs
- Avoid planning an extended family holidays during scheduled class time to maximise face-to-face teaching time.

Juggling Part-Time Work and School

It can often be difficult to decide whether to undertake part time work during the final years of school. Parents/carers are often concerned that too much time will be taken away from study. On the other hand students often appreciate the break and the extra money. As with most things during these years of schooling it is about balance. More than 10 hours a week may become unmanageable. It is also useful if the employer is “understanding” and willing to reduce work time during busy times at school and at exam time.
Parent Teacher Interviews

Parent Teacher Interviews are conducted each semester. Progress reports are provided each term and are posted to parents prior to these interviews. Progress reports are designed to keep parents/carers informed of their student’s progress and indicate whether the student is behind with their work or experiencing difficulties in any units.

- Parents/carers will be notified of the booking arrangements prior to each Parent Teacher Interview;
- Interviews are 10 minutes in duration. If you know that you will need longer to discuss something with the Pathways or subject teacher, please phone to arrange an alternative time;
- Speak to your child. Find out if there are concerns that he/she wishes you to raise with the Pathways or subject teacher;
- Students are strongly advised to attend the interviews;
- Parent Teacher Interviews are a good chance to meet your student’s teachers. Even if students are progressing well, it is valuable to meet with teachers and the Pathway teacher as it helps to develop a good relationship that can be built on throughout the year;
- You can get information about study designs and when major assessments are scheduled;
- Discuss ways to assist your student to make improvements to their learning;
- Privacy and confidentiality are assured.
Mathematics in VCE
Mathematics is not compulsory beyond year 10; however, students should carefully consider the level of mathematics required for their chosen career and if unsure, consult with the Career’s Advisor.

Year 11
- Advanced Mathematics
- Mathematical Methods
- Mathematical Methods & General Mathematics
  - or only
  - Mathematical Methods
- General Mathematics
- Foundation Mathematics

Year 12
- 1 Specialist Mathematics
- Mathematical Methods
- 2 Mathematical Methods
- 3 Further Mathematics
- 4 No Mathematics

Possible pathway but not usual one

This pathway is the usual one

1 A suitable course for students wishing to pursue engineering, surveying, computing or the mathematical sciences.

2 A course which gives breadth and depth and which is a key tool for tertiary study of subjects such as science and economics.

3 A course which is more practical than those involving Mathematical Methods. This combination is suitable for a selection of tertiary courses.

4 A course that gives students two units of a VCE mathematics which allows access to a few University and TAFE courses.

All students considering a Mathematics subject should consult with their current mathematics teacher as to which subject will best allow them to reach their full potential.
Course Outline
The study of Accounting focuses on the financial management of a small business. In Year 11 students will use the single-entry approach to manual recording and will be introduced to use of Information Technology in undertaking various accounting procedures.

Unit 1 - Establishing and Operating a Service Business
This Unit focuses on the accounting and financial management of a small business. Students will be introduced to the processes of gathering, recording and reporting of financial information for use by the owner in a small business.

There will also be an introduction to the use of Information and Communications Technologies in undertaking these accounting procedures.

Outcomes: On completion of the Unit students will be able to
- Describe the resources and explain and apply the knowledge and skills necessary to set up a small business.
- Identify and record, report and explain the financial data and information for the owner of a service business
- Apply accounting skills to evaluate financial and non-financial information in order to make informed decisions for a small business.

Unit 2 - Accounting for a Trading Business
This Unit focuses on the accounting and financial operations of a sole proprietor trading business. Students will be introduced to an accounting system using the accrual approach for recording and reporting, which recognises the impact of credit transactions.

Outcomes: On completion of the Unit students will be able to
- Record and report financial data and information for a sole trader.
- Record and report financial data and information using accounting software package (QuickBooks) and explain and evaluate the role of Information Communication Technology in accounting.
- Be able to select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance.

Assessment
Satisfactory completion will be based on the achievement of Outcomes.
For Units 1 & 2 these Outcomes are; Investigation and Presentation of a small business; A folio of exercises in relation to the recording, reporting and analysis of accounting information; The ability to describe ways in which Accounting contributes to effective decision making in the form of a report.

Examinations
Students will sit an end of Semester one and two examination.
Course Outline
Both Units 3 & 4 examine the underlying principles and professional practices of accounting; the managerial role of the accountant and the likely future directions in accounting; the double entry system using the accrual basis is emphasised.

Students are required to use Information Technology to prepare information for recording and to use the capacity of electronic software to present and interpret the information produced.

Unit 3 - Recording and Reporting for a Trading Business
Units 3 and 4 are designed to be taken as a sequence. Unit 3 focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to a double entry system using the accrual basis of accounting.

Outcomes: On completion of the Unit students will be able to
- Record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system.
- Record balance day adjustments and prepare and interpret accounting reports.

Unit 4 - Control and Analysis of Business Performance
This Unit further develops the role of accounting in providing information, with the main focus on accounting information for management. It covers recording and reporting for trading businesses, using perpetual inventory recording and reporting on the accrual basis. Budgeting for cash, financial performance and financial position are also covered in this Unit.

Outcomes: On completion of the Unit students will be able to
- Record and report financial data and information using a double-entry accrual-based system for a single activity sole trader, and explain related aspects of this accounting system.
- Prepare budgets and variance reports, evaluate a business using financial and non-financial information and suggest strategies to improve the profitability and liquidity of the business.

Assessment
Satisfactory completion will be based on the achievement of Outcomes. The student’s level of achievement in this subject will be determined by School-assessed Coursework and an end-of-year examination. This comprises of:
- Graded Assessment Tasks for Unit 3 will contribute 25% of final mark
- Graded Assessment Tasks for Unit 4 will contribute 25% of final mark
- End of Year Examination will contribute 50% of final mark

Examinations
Students will undertake an examination at the end of the year based on Unit 3 and 4 course work.
Course Outline
Students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored.

Unit 1: The national citizen
This area of study focuses on the nature and purpose of politics in Australia. Students are introduced to politics in its broad sense as the exercise of power as defined by the ability to make decisions and exert influence over individuals and groups. Students explore political power in both formal and non-formal contexts – that is, operating outside the structures and institutions of government and law making. Consideration is given to the main types of political power, and the range of ways in which power can be exercised.

**Outcome 1** - Students should be able to demonstrate an understanding of key political concepts and values that underpin the development and organisation of nation states.

**Outcome 2** - Students should be able to explain and evaluate the goals, style and the national and international impact of a post-World War II political leader.

Unit 2: The global citizen
Students focus on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. They explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. Students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

**Outcome 1** - On completion of this unit the student should be able to identify the ways in which the lives of citizens in the twenty-first century are interconnected globally.

**Outcome 2** - Students should be able to describe and analyse the extent to which the international community is cohesive, and whether it can effectively manage cooperation, conflict and instability in relation to selected case studies.

Assessment
The award of satisfactory completion of these Units is based on a decision that the student has demonstrated achievement of the set Outcomes specified for the Unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designed for the Unit.

Examinations
All students will sit both Semester one and Semester two examinations. Further tests may be used to satisfy the completion of the outcomes of this Unit.
Course Outline

Unit 3: Global actors
Students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

Outcome 1
Students should be able to evaluate the power and influence of key global actors in the twenty-first century and assess the extent to which they achieve their aims.

Outcome 2
Students should be able to analyse and evaluate types and forms of power as used by a specific Asia-Pacific state in the region in pursuit of its national interest.

Unit 4: Global challenges
In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.

Outcome 1
Students should be able to analyse two global political issues from a range of perspectives and evaluate the effectiveness of global actors’ responses to these issues.

Outcome 2
Students should be able to explain the characteristics of two contemporary global crises and evaluate the effectiveness of responses to these.

Assessment
The award of satisfactory completion of these Units is based on a decision that the student has demonstrated achievement of the set Outcomes specified for the Unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designed for the Unit. Further tests may be used to satisfy the completion of the Outcomes of this Unit.

Examinations
Students will undertake an examination at the end of Unit 4 based on this course work.
Course Outline

Biology is the study of living things, from large complex multi-cellular organisms to the tiniest single celled micro-organisms. It is the study of the dynamic relationships between living things, their interactions with the environment and the processes that maintain life and ensure its continuity. Biology enables students to understand the diverse ways in which living things face challenges to survival and the many structural and functional characteristics that living organisms share.

Unit 1 - Unity and Diversity

In this Unit students examine the cell as the structural and functional Unit of the whole organism. Students also investigate the range and diversity of living things and how the features of organisms help them meet the requirements for life.

Outcomes:
- Design, conduct and report on a practical investigation related to cellular structure, organization and processes.
- Describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.

Unit 2 - Organisms and their Environment

In this Unit students study the rich diversity of Australian ecosystems and the relationships between living things and their environment. A feature of this Unit is the fieldwork that students undertake. Students study the adaptations of organisms that allow them to live in a wide range of environments. Students are also exposed to the complex and finely balanced relationships that exist between living things.

Outcomes:
- Explain and analyse the relationship between environmental factors, and adaptations and distribution of living things.
- Design, conduct and report on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time.

Assessment

Units 1 & 2 are assessed within the school. A wide range of activities are used for assessment, including practical work, assignments, presentations, fieldwork reports, tests and questions from the text.

Examinations

All Biology students will sit both a Semester One and Semester Two examination, relating to the set outcomes completed throughout the year.
Course Outline
Biology is the study of living things, from large complex multi-cellular organisms to the tiniest single celled micro-organisms. It is the study of the dynamic relationships between living things, their interactions with the environment and the processes that maintain life and ensure its continuity. Biology enables students to understand the diverse ways in which living things face challenges to survival and the many structural and functional characteristics that living organisms share.

Unit 3 - Signatures of Life
In this Unit students investigate the activities of cells at the molecular level, with emphasis on the structure and function of DNA. Students will also study the ways in which organisms are able to maintain a stable internal environment and how they detect and respond to invasions of disease causing pathogens.

Outcomes:
- Analyse and evaluate evidence from practical investigations related to biochemical processes.
- Describe and explain the use of the stimulus response model in coordination and regulation and how components of the human immune system respond to antigens and provide immunity.

Unit 4 - Continuity and Change
In this Unit students investigate the role of genetics in determining the characteristics of living things. They will also study modern genetic techniques and investigate the genetic basis that supports the concept of evolution, and the process of natural selection.

Outcomes:
- Analyse evidence for the molecular basis of heredity, and patterns of inheritance.
- Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes through selective breeding and applications of biotechnology.

Assessment
Units 3 & 4 are assessed partly within the school, from practical activities and assignments, and also externally with an end of year exam.

Examinations
All Biology students will sit an external end of year examination, relating to the set outcomes completed throughout the year.
Course Outline
Small businesses make up the majority of all businesses in the Australian economy. They provide a wide variety of goods and services for both consumers and industries such as manufacturing, construction and retail and as such are vital to the success, growth and stability of Australia.

For Units 1 & 2 a variety of assessment tools are used including the following:
Student-researched Business Profiles, School-based business activities, Analytical Exercises, Case Studies and Tests

Unit 1 - Small Business Management
This Unit provides an opportunity for students to explore the operations of a small business and its likelihood of success. Areas of study include: Business Concepts, Small Business decision-making and planning and the day-to-day operations of a small business. This knowledge will be applied as students undertake their own school-based small business.

Outcomes:
- Explain and apply a set of generic business concepts to a range of businesses.
- Apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business.
- Explain and apply the day-to-day activities associated with ethical and socially responsible operation of a small business.

Unit 2 - Communication and Management
This Unit focuses on the importance of effective communication in achieving business objectives. This Unit also deals with the Marketing and Public Relations functions of business.

Outcomes:
- Explain and apply a range of effective communication methods and forms in business-related situations.
- Apply and analyse effective marketing strategies and processes.
- Apply and analyse effective public relations strategies and tactics.

Assessment
Satisfactory completion will be based on the achievement of the Outcomes.
Set tasks throughout the Semester will be graded and form the basis for the Unit results. Satisfactory completion is awarded upon satisfactory completion of all Outcomes and a minimum of 80% satisfactory completion of class work.

Examinations
All students will sit both a Semester One and a Semester Two examination in Business Management.
Course Outline
This course revolves around Large-Scale organizations. Students examine the context in which they operate focusing on aspects such as their environments and the role and various functions of management.

For Units 3 & 4 a combination of assessment tools are used to assess the outcomes including:

- Written Analysis,
- Case Studies,
- Essays and
- Tests.

Unit 3 - Corporate Management
This Unit investigates how large-scale organizations operate and develops an understanding of the complexity and challenge of managing large organizations. It compares theoretical perspectives with practical applications.

Outcomes:

- Describe and analyse the context in which large scale organizations operate.
- Describe and analyse major aspects of the internal environment of large scale organizations.
- Discuss and analyse practices and processes related to operations management.

Unit 4 - Managing People & Change
This Unit examines the importance of the Human Resource function of management -focusing on the key aspects of this function and strategies used to effectively manage this area. Students also learn about the management of change in large-scale organizations focusing on a particular contemporary issue of significance such as globalization.

Outcomes:

- Identify and evaluate practices and processes related to Human Resource Management.
- Analyse and evaluate the management of change in large scale organizations.

Assessment
Satisfactory completion will be based on the achievement of set outcomes.
Set tasks throughout the Semester will be graded and form the basis for the Unit results. Satisfactory completion is awarded upon satisfactory completion of all Outcomes and a minimum of 80% satisfactory completion of class work.

Examinations
End of year examination
Course Outline
Chemistry is a key science in the explaining the workings of our universe through an understanding of
the properties and interaction of substances that make up matter. The focus for Units 1 & 2 is the
development of chemical ideas and concepts and the ability to apply these to everyday situations.
Emerging technologies such as ‘smart’ materials are also studied together with environmental
chemistry.

Unit 1 – The Big Ideas of Chemistry
This study begins with the building of the Periodic Table from speculation, debate and experimental
evidence. This is extended to the development of an understanding of the internal structure of the
atom illustrating the models for metallic, ionic and covalent bonding. This knowledge is then used
and applied as students consider the importance of chemistry in their everyday lives, investigating
the uses of materials and how these have changed. As their understanding grows, students will use
the language of chemistry, its symbols and chemical formulas and equations, to explain observations
analyse data.
Outcomes:
• Explain how evidence is used to develop or refine chemical ideas and knowledge.
• Use models of structure and bonding to explain the properties and applications of materials.

Unit 2 - Environmental Chemistry
The principles and applications of Environmental (or Green) chemistry are the focus of this Unit.
Students are introduced to new, cleaner and more efficient chemical processes that have been
designed using green chemistry principles. Students continue to use and develop the language of
chemistry, its symbols and chemical formulas and equations, to explain observations and data
collected from experiments.
Outcomes:
• Write balanced equations and apply these to qualitative and quantitative investigations of
  reactions involving acids and bases, the formation of precipitates and gases, and oxidants
  and reductants
• Explain how chemical reactions and processes occurring in the atmosphere help to sustain
  life on earth.

Assessment
Units 1 & 2 are assessed within the school. A variety of means are used for assessment including
practical work, assignment, presentation, questions from text and tests. Set tasks throughout the
Semester will be graded and form the basis for the Unit result. Satisfactory completion of a Unit is
depended upon satisfactory completion of all Outcomes and a minimum of 80% satisfactory
completion of class work.

Examinations
All students will sit both a Semester One and Semester Two examination, relating to the set
outcomes completed throughout each Semester.
Course Outline
In these Units, students further develop their understanding of the language, processes and major ideas of chemistry.

Unit 3 – Chemical pathways
In this Unit, students investigate the analytical techniques available to chemists to determine the existence and/or the amount of substance present in a sample. This investigation is typical of those carried out by the forensic scientists, the quality control chemist, the geologist in the field and the environmental chemist monitoring the health of our waterways.

Outcomes:
- Evaluate the suitability of techniques and instruments used in chemical analyses.
- Identify and explain the role of functional groups in organic reactions and the construction of reaction pathways using organic molecules.

Unit 4 – Chemistry at Work
In this Unit, students investigate the industrial production of chemicals. It also investigates humans’ reliance on energy and the reactions that occur in the production of that energy.

Outcomes:
- Analyse the factors that affect the extent and rate of chemical reactions and apply this analysis to determine the optimum conditions used in the industrial production of the selected chemical.
- Analyse chemical and energy transformation that occur in chemical reactions.

Assessment
Units 3 & 4 are assessed within the school (through practical activities and assignments) and by external examinations.

Examinations
All Chemistry students will an external exam. The exam covers outcomes completed in Unit 3 and Unit 4.
Course Outline
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student’s own performance work and of a performance by professional drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

Students examine storytelling through the creation of solo and/or ensemble devised performance/s. They manipulate expressive skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the processes they use. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of contexts.

Unit 1: Dramatic storytelling
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories.

Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulates expressive skills in the creation and presentation of characters. They develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts.

Outcome 1
Student should be able to devise and document solo and/or ensemble drama work/s based on experiences and/or stories.

Outcome 2
Student should be able to perform a devised drama work/s to an audience.

Outcome 3
Student should be able to analyse the development and performance to an audience of their non-naturalistic devised work.

Outcome 4
Student should be able to analyse the portrayal of stories and characters in a drama performance by professional or other drama practitioners.
Unit 2: Non-naturalistic Australian Drama

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.

Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians. Theatrical conventions appropriate to the selected performance styles are also explored. Students’ knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit.

This unit also involves analysis of a student’s own performance work as well as the performance of an Australian work by other actors. An Australian work might:

- be written, adapted or devised by Australian writers or theatre-makers;
- reflect aspects of the Australian identity, for example the indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, the urban and rural perspectives.

Outcome 1
Student should be able to devise and document the processes used to create a solo or ensemble non-naturalistic performance work.

Outcome 2
Student should be able to present a performance of a devised nonnaturalistic work to an audience.

Outcome 3
Student should be able to analyse the creation, development and performance to an audience of their non-naturalistic devised work.

Outcome 4
Student should be able to analyse a performance of an Australian drama work.

Assessment
Set tasks throughout the semester will be graded and form the basis for the unit result. Satisfactory completion is awarded upon satisfactory completion of all work and a minimum of 80% satisfactory completion of class work.

Examinations
Unit 1 content will be assessed through a written exam at the end of semester one. Unit 2 content will be assessed through a written exam and a performance exam at the end of semester two.
Course Outline

Unit 3 – Devised non-naturalistic ensemble performance
This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Outcome 1 - Student should be able to develop and present character/s within a non-naturalistic ensemble performance.
Outcome 2 - Student should be able to analyse the use of processes, techniques and skills to create and present a devised ensemble performance.
Outcome 3 - Student should be able to analyse and evaluate a non-naturalistic performance.

Unit 4 – Non-naturalistic solo performance
This unit focuses on the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

Outcome 1 - Student should be able to devise a solo performance in response to given stimulus material and describe the non-naturalistic qualities of the performance.
Outcome 2 - Student should be able to create, develop and perform a non-naturalistic drama solo in response to a prescribed structure.
Outcome 3 - Student should be able to analyse and evaluate the creation, development and presentation of a devised non-naturalistic solo performance.

Assessment
Unit 3 & 4 are assessed within the school (through practical activities and assignments) and by external examinations

Examinations
In Drama the student’s level of achievement will be determined by school-assessed coursework, an end-of-year performance examination and an end-of-year written examination. Percentage contributions to the study score in Drama are as follows: 30 per cent (Unit 3 school-assessed coursework), 10 per cent (Unit 4 school-assessed coursework), 35 per cent (End-of-year performance examination), and 25 per cent (End-of-year written examination)
This course is designed for students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English and in alternative courses. It will focus on developing knowledge and skills in reading for information and ideas while also exploring ways that students can organise and summarise ideas and information. Its areas of study will also include a choice of communication and the workplace, technology and communication, the study of texts, effective research and the analysis and construction of argument.

Unit 1
This unit is intended for students who have previously had support with their literacy needs and is designed as a bridging course for completion of English Units 1-4. Students selecting this will require approval from their Year 10 English/Literacy teacher.

Learning Activities - Students read a range of texts and develop the skills to write summaries of short texts and write for a specific purpose for a workplace or community audience. Optional topics covered include: Communication and the Workplace, Technology and Communication, The Study of Texts and Information Literacy

Key Skills required - Close reading and listening, effective writing and speaking and using language accurately.

Assessed Tasks - These will vary according to students’ abilities, but will be a mix of spoken and written work.

Unit 2
This unit is intended for students who need continued support with their literacy needs and is designed to enable students to go on to complete English Units 1-4. Students wanting to move into this unit will require approval from their Unit 1 English teacher.

Learning Activities - The course will cover a range of texts and students will develop the skills to discuss key parts of a short literary, everyday or media text and write for a range of purposes for workplace, personal or community audiences.

Key Skills required - Close reading and listening, effective writing and speaking and using language accurately.

Assessed Tasks - These will vary according to students’ abilities, but will be a mix of spoken and written work. This course is designed for students who need additional time and assistance to strengthen their literacy skills. It will focus on developing knowledge and skills in reading for understanding, while also exploring ways that students can summarise ideas and information. Its areas of study will also include a choice of communication and the workplace, technology and communication, the study of texts, effective research and the analysis and construction of argument.

There is no Foundation English 3 and 4 sequence. Students completing Foundation English 1 and 2 progress to VCE English 1 and 2 or a VCAL Literacy pathway.
English as an Additional Language (EAL) is an accredited VCE subject designed to cater for students who have been resident in Australia for less than seven calendar years or for whom English is not their primary language. English (EAL) follows a similar course structure to the existing VCE English, however, the skills reflected in the main areas of study are modified, in order not to disadvantage students from non-English speaking backgrounds.

Who is eligible to enrol in English (EAL)?
A student is eligible for EAL status if:

- he or she has been resident in Australia for no more than seven calendar years immediately prior to 1 January of the year in which the study is undertaken at Units 3 and 4 (for students in 2014, that means 1 January 2007)
- English has been the student’s major language of instruction for a total period of not more than seven years prior to the year in which the study is being undertaken at Units 3 and 4
- the student meets the requirement for classification as a hearing impaired student

A student who believes he or she is eligible to be recognised as being comparatively unfamiliar with the English language must apply to the Principal, and should provide the Principal with supporting documentation.
Unit 1
The focus of this Unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

Areas of Study: Reading and Responding; Creating and Presenting; Using Language to Persuade.
Outcomes:
- Identify and discuss key aspects of a set text, and construct a response in oral or written form.
- Create and present texts taking account of audience, purpose and context.
- Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

Unit 2
The focus of this Unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

Areas of Study: Reading and Responding; Creating and Presenting; Using Language to Persuade
Outcomes:
- Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.
- Create and present texts taking account of audience, purpose and context.
- Identify and analyse how language is used in a persuasive text and to present a reasoned point of view.

Assessment
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit.

Students must complete all Outcomes and a minimum of 80% of set tasks throughout each Semester to achieve a satisfactory result.

Examinations
All students will sit both Semester 1 and Semester 2 examinations in English/English EAL.
Course Outline

Unit 3

The focus of this Unit is on the reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they may have made as authors.

Areas of Study: Reading and Responding; Creating and Presenting; Using Language to Persuade.

Outcomes:
- Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.
- Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and discuss and analyse in writing their decisions about form, purpose, language, audience and context.
- Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

Unit 4

The focus of this Unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they may have made as authors in relation to form, purpose, language, audience and context.

Areas of Study: Reading and Responding; Creating and Presenting.

Outcomes:
- Develop and justify a detailed interpretation of a selected text.
- Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and discuss and analyse in writing their decisions about form, purpose, language, audience and context.

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit. Students must complete all Outcomes and a minimum of 80% of set tasks throughout each Semester to achieve a satisfactory result.

Examinations

All students will sit Semester 2 examinations in English/English EAL
Course Outline

Unit 1 - Properties of Food
In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation.

Outcomes:
- Explain and apply safe and hygienic work practices when handling and storing food
- Analyse the physical, sensory, chemical and functional properties of key foods, and select, prepare and process foods safely and hygienically to optimise these properties using the design process.

Unit 2 - Planning and Preparation of Food
In this Unit students investigate the best methods and tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation and cooking methods to optimise the sensory, physical and chemical properties of food.

Students work both independently and as a member of a team to research and implement solutions to a design brief and to respond to challenges of preparing food for a range of contexts such as nutritional considerations, cultural beliefs and resource access and availability.

Outcomes:
- Use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties
- Individually and as a member of a team, to use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts.

Assessment
Students are required to demonstrate achievement of all Outcomes through a selection of assessment tasks. Assessment tasks for Units 1 and 2 are: Records of planning and production; Designing and developing a solution in response to a design brief, including production work, Tests, Short written reports, Oral reports, Production work.

Examination
All Food and Technology students will sit both a Semester one and Semester two examination, relating to outcomes completed throughout the year.
Course Outline

Unit 3 - Food Preparation, Processing and Food Controls
This Unit focuses on the functions of the natural components of the key foods and cooking techniques suited to these key foods. Students will also study food processing and preserving techniques. Students will study Food Safety in Australia by investigating relevant regulations and the causes of food spoilage and food poisoning. They will demonstrate safe work practices while preparing food. Students will develop a design plan to meet the requirements of a specific design brief.

Outcomes:
- Explain the roles and responsibilities of and the relationship between national, state and local authorities in ensuring and maintaining food safety within Australia.
- Analyse preparation, processing and preservation techniques for key foods, and prepare foods safely and hygienically using these techniques.
- Develop a design brief, evaluation criteria and a design plan for the development of a food product.

Unit 4 - Food Product Development & Emerging Trends
This Unit requires students to work independently to implement the plan they established in Unit 3. Students will also examine food product development and emerging trends in this area.

This Unit will include:
Implementing design plan; safely and hygienically implement the production plans for a set of four to six food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria, and evaluate the efficiency and effectiveness of production activities.

Outcomes:
- Implement the design plan for a set of food items and evaluate the outcome of the product against the requirements of the design brief developed in Unit 3.
- Analyse driving forces related to food product development, analyse new and emerging food products, and explain processes involved in the development and marketing of food products.

Assessment
Demonstrations of Outcomes are based on the students’ performance in school assessed coursework, a school assessed task, and an end of year examination.

Examination
All outcomes in Units three and four will be examined. Short and extended responses will be required.
**Course Outline**

The central focus of this study is to examine physical, social and emotional health and development across the lifespan and the requirements necessary to achieve optimal health and development. It encompasses six areas of study.

**Unit 1: Understanding youth health and human development**

**Outcome 1**

On completion of this unit the student should be able to describe the dimensions of, and the interrelationships within and between, youth health and individual human development, and analyse the health status of Australia’s youth using appropriate measurements.

**Outcome 2**

On completion of this unit the student should be able to describe and explain the factors that have an impact on the health and individual human development of Australia’s youth, outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

**Unit 2: Individual human development and health issues**

**Outcome 1**

On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development during the prenatal stage.

**Outcome 2**

On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia’s children.

**Outcome 3**

On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia’s adults.

**Assessment**

The award of satisfactory completion of these Units is based on a decision that the student has demonstrated achievement of the set Outcomes specified for the Unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designed for the Unit.

**Examinations**

All students will sit both Semester one and Semester two examinations. Further tests may be used to satisfy the completion of the outcomes of this Unit.
Course Outline

Unit 3: Australia’s health

**Outcome 1**
On completion of this unit the student should be able to compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.

**Outcome 2**
On completion of this unit the student should be able to discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

Unit 4: Global health and human development

**Outcome 1**
On completion of this unit the student should be able to analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals.

**Outcome 2**
On completion of this unit the student should be able to describe and evaluate programs implemented by international and Australian government and non-government organisations, and analyse the interrelationship between health, human development and sustainability.

Assessment
The award of satisfactory completion of these Units is based on a decision that the student has demonstrated achievement of the set Outcomes specified for the Unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designed for the Unit. Further tests may be used to satisfy the completion of the Outcomes of this Unit.

Examinations
Students will undertake an examination at the end of Unit 4 based on this course work.
Course Outline
History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

Unit 1 - Twentieth Century History 1900-1945
This Unit enables students to learn about the significant changes that occurred during the first half of the twentieth century. Patterns of family life were to change as a result of political and social developments. Advances in science and technology also began to transform the world of work and home. Revolution, civil war and international conflicts played a major role between 1900 - 1945. The consequences of these conflicts would change the world forever.

Outcomes:
- Analyse and explain the development and impact of a political crises and conflict in the period 1900 - 1945.
- Analyse and discuss patterns of social life and the factors which influenced changes in patterns of social life in the first half of the twentieth century.
- Analyse the relationship between the historical context and cultural expression of the period from 1900 - 1945.

Unit 2 - Twentieth Century History 1945-2000
This Unit enables students to learn about the major themes and principal events of post World War 2, and the ways in which individuals and communities responded to the political, economic, social and technological developments. This Unit will focus on the Cold War and the spread of communism throughout the world and the consequences; The changes in the USA and South Africa as result of the civil rights movements; A look at international incidents that have shaped the latter half of the twentieth century.

Outcomes:
- Analyse and discuss how post-war societies used ideologies to legitimise their world view and portray competing systems.
- Evaluate the impact of post-war challenges to established social and political power.
- Evaluate the interaction between regional and domestic events and the international developments in the post-war period.

Assessment
Satisfactory completion will be based on the following assessment tasks; Interpretation of historical cartoons, photographs, diagrams etc., Construction of detailed timelines, Research Investigation, Biographical reports/ studies.

Examinations
All students will be required to sit an examination at the completion of each Unit.
Course Outline
The study of history draws links between contemporary society and its history, in terms of its social and political institutions, and language. An understanding of the link between accounts of the past, and the values and interests of the time in which the accounts were produced, is also a feature of the study of history.

Units 3 and 4: Revolutions
Students study two revolutions, considering different perspectives and the reason why different groups have made different judgments during the history of the revolution.

Outcome 1
On completion of this unit the student should be able to evaluate the role of ideas, leaders, movements and events in the development of the revolution.

Outcome 2
On completion of this unit the student should be able to analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the “nature” of the society created by the revolution.

Assessment
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of History the student’s level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent

Examinations
End-of-year examination: 50 per cent
Unit 1 – IT in Action:
Focuses on how individuals use and can be affected by information and communication technology (ICT) in their daily lives.

**Outcome 1 – From data to information:**
Student should be able to select data from data sets, design solutions and use a range of spreadsheet functions to develop solutions that meet specific purposes.

**Outcome 2 – Networks:**
Student should be able to recommend a networked information system for a specific use and explain possible security threats to this networked information system.

**Outcome 3 – ICT in a global society**
Student should be able to contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue and substantiates the team’s point of view.

Unit 2 – IT Pathways:
Focuses on how individuals and organizations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs.

**Outcome 1 – Data analysis and visualisation:**
Student should be able to apply the problem-solving methodology and use appropriate software tools to create data visualisations that meet users’ needs.

**Outcome 2 – Programming and pathways:**
Student should be able to design, and develop using a programming or scripting language, limited solutions, record the learning progress electronically, and explain possible career pathways that require the use of programming or scripting skills.

**Outcome 3 – Tools, Techniques, and Procedures:**
Student should be able to work collaboratively and apply the problem solving methodology to create an ICT solution, taking into account client feedback.

**Assessment**
Assessment in Units 1 & 2 is school-based. Students must demonstrate competency in 6 outcomes – one for each study area outlined above involving coursework (folio), class work, homework, oral/group assessment, and tests or examinations.

**Examinations**
Students are required to complete an examination at the end of Unit 1 & 2
Course Outline
This course focuses on how individuals or organizations use ICT to solve information problems and to participate actively in a society where ICT is commonplace. Students learn how to solve information problems and strategies to protect the integrity and security of information as well as ethical issues associated with the collection of data, communication and disposal of information.

Unit 3: IT applications
The focus of this Unit is the World Wide Web and how it supports the information needs of individuals, communities and organisations.

Outcome 1 – Analysing information problems:
Students should be able to apply stages of the problem-solving methodology to create a prototype website that meets an online community’s needs, and explain the requirements to support the hosting of this website.

Outcome 2 – Design and development
Students should be able to design, and develop using a relational database management system, a solution to an information problem, and discuss why and how data is acquired via websites.

Unit 4: IT applications
In this unit students focus on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment.

Outcome 1 – Purpose-designed solutions:
Students’ students should be able to use selected software to solve an ongoing information problem, and evaluate the efficiency and effectiveness of the solution in meeting the information needs of an organisation.

Outcome 2 – Evaluating purpose-designed solutions
Students should be able to evaluate the effectiveness of strategies used by organisations to manage the storage, communication and disposal of data and information, and recommend improvements to current practices.
Assessment
Assessment (In school assessment worth 50% of the final study score)

Satisfactory completion of this sequence of study is dependent on the student demonstrating the four outcomes.

Four Graded Assessments will be completed throughout the year:

**Unit 3 Outcomes:**
1. In two parts:
   a) A solution and information product is produced using MS Access 2003 in response to a design brief.
   b) Produce a project management (PM) report including a PM plan that records the projects progress.

2. In two parts:
   a) Using Microsoft Front Page 2003 or Adobe Dreamweaver (web authoring tools) students develop a web-site in response to a design brief and demonstrating key problem solving techniques ways of allowing users to communicate electronically;
   b) Students are to evaluate the product and recommend network requirements for the organization (a report or in class test will be completed).

**Unit 4 Outcomes:**
1. In three parts:
   a) A solution and information product is produced using MS Excel 2003 in response to a design brief.
   b) Produce on-line user documentation that will explain the use of the solution from part a;
   c) Students annotate this product (visual representation) to show how identified decision-making needs are met and report on the effectiveness of these.

2. A test comprising questions that require short answers and a small case study designed to ascertain student’s skills in evaluating the effectiveness of strategies used to manage the security and ethical issues when producing and handling data and information.

**Examinations**
Examination (External 2 hour written examination in November – worth 50% of final study score) – Students respond to materials in the form of design briefs, organizational profiles and visual images on all outcomes studied in Units 3 and 4.
Course Outline
Legal Studies provides students with an analytical evaluation of the process of law-making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implication of legal decisions on the Australian Society. This study will also assist in the development of students' knowledge of their basic legal rights and responsibilities.

Unit 1 - Criminal Law in action
This Unit explores the difference between legal and non-legal rules, the Victorian court hierarchy, law making by parliament and courts. It focuses on the criminal justice system including, the role of the police, the process of a criminal trial and sanctions.

Areas of study include:
- Criminal Law and the Courtroom.

Outcomes:
- Explain the need for effective laws and describe the main sources and types of law in society.
- Explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society.
- Describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

Unit 2 – Issues in Civil Law
This Unit focuses on civil dispute resolution and the processes used in civil litigation. The Unit also investigates alternative methods of dispute resolution and their effectiveness.

Areas of study include:
- Civil Law in Action and the Law in Focus.

Outcomes:
- Explain the principles of civil law and apply them to a case to justify a decision.
- Explain and evaluate the processes for the resolution of civil disputes
- Explain one or more area/s of civil law, and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law.

Assessment
Students must complete the Outcomes and a minimum of 80% of set tasks throughout each Semester to achieve a satisfactory result.

Examinations
All students will sit a Semester one and two examination in Legal Studies.
Course Outline
This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

Unit 3 - Law Making
This Unit focuses on the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

Outcomes:
- Describe the role and effectiveness of Parliament as a law-making body, evaluate the need for change in the law and analyse the ways in which change can be influenced.
- Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, and evaluate the effectiveness of the Commonwealth Constitution in protecting democratic and human rights.
- Describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

Unit 4 – Resolution and justice
This Unit focuses on the courts, tribunals and alternative avenues of dispute resolution, and the processes and procedures which operate within the legal system. It also includes a review of the operation of the legal system, giving consideration to its strengths and weaknesses, and possible areas for change and reform.

Outcomes:
- Describe and evaluate the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases and of alternative dispute resolution methods.
- Explain the processes and procedures for the resolution of criminal cases and civil disputes and discuss their effectiveness.

Assessment
Satisfactory achievement will be based on the achievement of Outcomes.

Examinations
All students will sit an end of year examination in Legal Studies.
Course Outline
The study of Literature is about developing knowledge and enjoyment of a wide range of literary texts and extending the writing and analytical skills of students. Students will study contemporary texts and texts from a variety of historical periods and different cultural settings to further their understanding of the conventions associated with different forms of text, for example poetry, prose, drama and non print texts. They will develop the capacity to present analytical, critical and creative responses to texts orally and in writing.

Unit 1
This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text.

**Outcome 1** - Students should be able to discuss how personal responses to literature are developed and justify their own responses to one or more texts.

**Outcome 2** - Students should be able to analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.

**Outcome 3** - Students should be able to analyse the construction of a film, television, multimedia, or radio text and comment on the ways it represents an interpretation of ideas and experiences.

Unit 2
The focus of this unit is on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings.

**Outcome 1** - Students should be able to analyse and respond both critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.

**Outcome 2** - Students should be able to produce a comparative piece of interpretative writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

Assessment
Students must complete all outcomes and a minimum of 80% of set tasks throughout each Semester to achieve a satisfactory result.

Examinations
Students will sit both a Semester one and Semester two examination.
Course Outline
The study of Literature is a means of exploring and making sense of the human experience. Students will read and analyse a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

Unit 3
This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Outcome 1 - Students should be able to analyse how meaning changes when the form of a text changes.
Outcome 2 - Students should be able to analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.
Outcome 3 - Students should be able to evaluate views of a text and make comparisons with their own interpretation.

Unit 4
This unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work.

In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

Outcome 1 - Students should be able to respond imaginatively to a text, and comment on the connections between the text and the response.
Outcome 2 - Students should be able to analyse critically features of a text, relating them to an interpretation of the text as a whole.

Assessment
Satisfactory achievement will be based on the achievement of Outcomes.

Examinations
Students will sit an examination at the completion of Unit 4.
Course content
The areas of study for Indonesian Second Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. There are three prescribed themes: The individual; The Indonesian-speaking communities; and the changing world.

Unit 1
Outcome 1
On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Outcome 2
On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

Outcome 3
On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Unit 2
Outcome 1
On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Outcome 2
On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Outcome 3
On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

Assessment
The award of satisfactory completion of these Units is based on a decision that the student has demonstrated achievement of the set Outcomes specified for the Unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designed for the Unit.

Examinations
All students will sit both Semester one and Semester two examinations. Further tests may be used to satisfy the completion of the outcomes of this Unit.
LOTE: Indonesian Second Language

Unit 3 & 4

Course outline
The student is required to undertake a detailed study during Units 3 and 4. The detailed study should enable the student to explore and compare aspects of the language and culture of the Indonesian-speaking community through a range of oral and written texts in Indonesian related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories.

Unit 3
Outcome 1
On completion of this unit the student should be able to express ideas through the production of original texts.
Outcome 2
On completion of this unit the student should be able to analyse and use information from spoken texts.
Outcome 3
On completion of this unit the student should be able to exchange information, opinions and experiences.

Unit 4
Outcome 1
On completion of this unit the student should be able to analyse and use information from written texts.
Outcome 2
On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Indonesian-speaking communities.

Assessment
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

Exams
The student’s level of achievement for Unit 3 & 4 will be determined by school-assessed coursework and two end-of-year examinations. School-assessed coursework for Unit 4 will contribute 25 per cent to the study score. The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.
Course Outline
The study of General mathematics involves the study of Algebra, Arithmetic, Graphs of Linear and non-linear relations, Data analysis and Simulation, Decision and Business Maths, and Geometry and Trigonometry. This subject can be taken alone or in conjunction with Mathematical Methods.

This study is designed to enable students to:
- develop mathematical knowledge and skills
- to apply mathematical knowledge to analyse, investigate and solve a variety of problems
- To use technology to effectively support mathematical activity.

The appropriate learning activities will enable students to develop the knowledge and skills identified in the outcomes for each Unit.

Satisfactory completion will be based on the achievement of Outcomes.

Outcome 1 –
- Define and explain the key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2 –
- Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three of the areas of study.

Outcome 3 –
- Use technology to produce results and carries out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in at least three of the areas of study.

Assessment
These Outcomes will be assessed by
Task 1:
- An aggregate result of completed topic tests
Task 2:
- An aggregate of the assignments and modelling tasks
Exam of one and half-hour at the end of each Semester

Examination
All students will sit a 1 ½ hour examination at the end of each Semester. Each exam will consist of multiple choice, short answer and extended answer questions. Teachers will assume all students have access to an approved graphical calculator (Texas TI-83, Texas TI-83 plus or Texas TI-84 plus) and can have one bound book according to VCAA specifications.
Mathematics: Further
Unit 3 & 4

Course Outline

This study is designed to enable students to:
- develop mathematical knowledge and skills
- to apply mathematical knowledge to analyse, investigate and solve a variety of problems
- and to use technology to effectively support mathematical activity

Outcomes
- **Outcome 1** - Define and explain key concepts from Data Analysis, and from the three modules chosen. To use this knowledge to apply related mathematical procedures to solve routine application problems.
- **Outcome 2** - Use mathematical concepts and skills developed in the Data Analysis area of study to analyse a practical and extended situation and interpret the outcomes of this analysis in relation to key features of that situation.
- **Outcome 3** - Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in the areas of study.

Assessment
These Outcomes will be assessed by

**Data Analysis Application Task 1:**
- Students should spend approximately 10 hours of class time over 1 - 2 weeks on an extended analysis of a set of data.

**Analysis Task 2:**
- Students should satisfactorily complete a test consisting of a set of application questions requiring extended response and a collection of multiple choice

**Analysis Task 3:**
- A problem solving or modelling task with increasing levels of complexity.

**Analysis Task 4:**
- Students should satisfactorily complete a test consisting of a set of application questions requiring extended response and a collection of multiple choice

Examination
All students will sit two 1 ½ hour examinations in November covering the core and the three selected modules. Examiners will assume students have access to approved graphics calculator or a CAS and one bound reference, text (which may be annotated) or a lecture pad may be brought into the exam as specified by VCAA. Examination 1 is multiple choice. Examination 2 consists of four extended answer questions equally weighted. Exam 1 contributes 33% to the study score, Exam 2 contributes 33% and internal assessment contributes 34%.
Course Outline
Mathematical Methods Units 1 and 2 are designed as a preparation for Mathematical Methods Units 3 and 4. Units 1 and 2 may be taken alone, or in conjunction with General Specialist Mathematics or General Mathematics. The material presented in Units 1 and 2, is done so to give a balanced and progressive development of skills across the study areas of Functions and Graphs, Algebra, Rates of Change and Calculus, Probability. Use of technology, such as graphic calculators, spreadsheet and graphing packages may be incorporated throughout the course.

This study is designed to enable students to
- Develop mathematical knowledge and skills
- Apply mathematical knowledge to analyse, investigate and solve a variety of problems
- Use technology to effectively support mathematical activity.

Satisfactory completion will be based on the achievement of Outcomes.
- **Outcome 1** - Define and explain key concepts from Functions and Graphs, Algebra, Rates of Change and Calculus, Probability. To apply a range of related mathematical routines and procedures.
- **Outcome 2** - Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics.
- **Outcome 3** - Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment
These Outcomes will be assessed by
- **Task 1:** An aggregate result of completed topic tests.
- **Task 2:** An aggregate result of the assignments and modelling tasks.

Unit Exam of one and half-hour at the end of each Semester

Examinations
All students will sit a 1 ½ hour examination at the end of each Semester. Each exam will consist of multiple choice, short answer and extended answer questions. Teachers will assume all students have access to an approved graphical calculator (Texas TI-83, TI-83 plus or Texas TI-84 plus) and can have one bound book according to VCAA specifications. Students will also sit a one hour exam where they CANNOT have a calculator or any notes.
Course Outline

The study of Mathematical Methods focuses on Functions and Graphs, Algebra, Calculus and Probability.

This study is designed to enable students to

- Develop mathematical knowledge and skills
- Apply mathematical knowledge to analyse, investigate and solve a variety of problems
- Use technology to effectively support mathematical activity.

Satisfactory completion will be based on the achievement of Outcomes.

- **Outcome 1** - Define and explain key concepts from Functions and Graphs, Algebra, Calculus and Probability. To apply a range of related mathematical routines and procedures.
- **Outcome 2** - Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics.
- **Outcome 3** - Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches.

Assessment

These Outcomes will be assessed by

**Application Task 1:**
- A problem solving or modelling task with increasing levels of complexity.

**Assessment task 2:**
- A test involving all topics covered in term 1.

**Assessment task 3:**
- A test involving all topics covered in Unit 3.

**Analysis task 1:**
Students should spend approximately 2 – 4 hours of class time over 1 – 2 days on a short focused investigation which may be a challenging problem or a modelling task.

**Analysis task 2:**
Students should satisfactorily complete a test consisting of a set of application questions requiring extended response and a collection of multiple choice.

Examinations

All students will sit two examinations in November. The first examination is one hour and is a collection of short answer and some extended answer questions based on all areas of study. No calculators of any kind or notes are permitted. The second examination is two hours and is a collection of multiple choice questions and extended answer questions covering all areas of study. Examiners will assume all students have access to an approved graphical calculator and one bound reference, text (which may be annotated) or a lecture pad. Exam 1 contributes 22% to the study score, Exam 2 contributes 44% and internal assessment contributes 34%.
Course outline
The study of Foundation Mathematics provides for the continuing mathematical development of students ATARing VCE needing mathematical skills to support their other VCE subjects including VET. Foundation Mathematics is designed for students who do not intend to undertake Unit 3&4 Mathematics in the following year.

In Foundation Mathematics there is a strong emphasis on using mathematics in practical context relating to everyday life, personal work and study.

The appropriate learning activities will enable students to develop the knowledge and skills identified in the outcomes for each Unit.

Areas of study: ‘Space, shape and Design’, ‘Patterns and number’, ‘Handling data’, and ‘Measurement’. Satisfactory completion will be based on the achievement of Outcomes.

Outcome 1 –
• Use confidently and competently mathematical skills and concepts from the areas of study of ‘Space, Shape and Design’, ‘Patterns and Number’, ‘Handling Data’, and ‘Measurement’.

Outcome 2 –
• Apply and discuss basic mathematical procedures in contexts relating to familiar situations, personal work and studies.

Outcome 3 –
• Select and use technology to apply mathematics in a range of practical contexts.

Assessment
These Outcomes will be assessed by
• Assessment 1: Assignments

• Assessment 2: Summary or review notes

• Assessment 3: Tests

• Assessment 4: A report on an application or use of mathematics

• Assessment 5: A presentation in oral, written, poster or multimedia format on mathematics encountered in the study of another VCE subject, part time work or work experience location or in daily experience.

Examinations
Examination is optional.
Course Outline
Students must be enrolled in Mathematical Methods Units 3 & 4 or previously have completed it. The study of Specialist Mathematics focuses on Functions, Relations and Graphs, Calculus, Algebra, Vectors and Mechanics.

This study is designed to enable students to
- Develop mathematical knowledge and skills
- Apply mathematical knowledge to analyse, investigate and solve a variety of problems
- Use technology to effectively support mathematical activity.

Assessment
Satisfactory completion will be based on the achievement of Outcomes.

These Outcomes will be assessed by
Task 1: Analysis
- Students should spend approximately 2 – 4 hours of class time over 1 – 2 days on a short focused investigation which may be a challenging problem or a modelling task.

Task 2: Analysis
- Students should satisfactorily complete a test consisting of a set of application questions requiring extended response and a collection of multiple choice.

Task 3: Application
- A problem solving or modelling task with increasing levels of complexity.

Tests:
- Two equally weighted tests incorporating multiple-choice, short answer and extended response items.

Examinations
All students will sit two examinations in November. The first examination is one hour and is a collection of short answer and some extended answer questions. No calculators of any kind or notes are permitted. The second examination is two hours and is a collection of multiple choice questions and extended answer questions covering all areas of study. Examiners will assume all students have access to an approved graphical calculator and one bound reference, text (which may be annotated) or a lecture pad.

- Exam 1 contributes 22% to the study score,
- Exam 2 contributes 44% and
- Internal assessment contributes 34%.
Course Outline
V.C.E Media is the study of media texts, technologies and processes considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products including: audiovisual media (film, television, radio, video, and photography), print-based media (newspapers, magazines and related publications) and digital media technologies (the Internet, computer games and interactive multimedia).

Unit 1: Representation and technologies of representation
The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, and the creative and cultural implications of new media technologies.

Area of Study 1: Representation
This area of study focuses on an analysis of media representations and how such representations present, for example, events, people, places, organisations and ideas.

Outcome 1
On completion of this unit the student should be able to describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.

Outcome 2
On completion of this unit the student should be able to construct media representations in two or more media forms and compare these representations that are produced by the application of different media technologies.

Outcome 3
On completion of this unit the student should be able to discuss the creative and cultural implications of new media technologies for the production and consumption of media products.
Course outline

Unit 2: Media production and the media industry
This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Outcome 1
On completion of this unit the student should be able to demonstrate specialist production skills within collaborative media productions, and explain and reflect on the media production process.

Outcome 2
On completion of this unit the student should be able to discuss media industry issues and developments relating to the production stages of a media product, and describe specialist roles within the media industry.

Outcome 3
On completion of this unit the student should be able to describe characteristics of Australian media organisations and discuss the social and industrial framework within which such organisations operate.

Assessment
Satisfactory completion will be based on the achievement of set outcomes.
Set tasks throughout the Semester will be graded and form the basis for the Unit results. Satisfactory completion is awarded upon satisfactory completion of all Outcomes and a minimum of 80% satisfactory completion of class work.

Examinations
All students will sit both a Semester One and Semester Two examination, relating to the set outcomes completed throughout each Semester.
Course outline

Unit 3: Narrative and media production design
This unit will enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional film, radio or television programs. In this context students also consider how production and story elements structure narratives to engage an audience. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.

Outcome 1
On completion of this unit the student should be able to analyse the nature and function of production and story elements in narrative media texts, and discuss the impact of these elements on audience engagement.

Outcome 2
On completion of this unit the student should be able to use a range of technical equipment, applications and media processes and evaluate the capacity of these to present ideas, achieve effects and explore aesthetic qualities in media forms.

Outcome 3
On completion of this unit the student should be able to prepare and document a media production design plan in a selected media form for a specified audience.

School-assessed task
Assessment for Media includes a school-assessed task. The student’s level of performance in achieving Outcome 2 and 3 in Unit 3 and Outcome 1 in Unit 4 will be assessed through a school-assessed task. This assessment will be subject to review by a panel appointed by the Victorian Curriculum and Assessment Authority.
Course outline

Unit 4: Media: process, influence and society’s influence
The purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. In this unit students also analyse the ways in which media texts are shaped by social values and the influence of social values in the representations and structure of a media text. The role and influence of the media is also critically analysed in this unit.

Outcome 1
On completion of this unit the student should be able to produce a media product for an identified audience from the media production design plan prepared in Unit 3.

Outcome 2
On completion of this unit the student should be able to discuss and analyse the construction, distribution and interpretation of society’s values as represented in media texts.

Outcome 3
On completion of this unit the student should be able to analyse and present arguments about the nature and extent of media influence.

Assessment
The student’s level of achievement in Unit 4 will be determined by:
- School-assessed coursework (contribute 12 per cent to the study score),
- School-assessed task (contribute 35 per cent to the study score) and
- End-of-year examination (contribute 45 per cent to the study score).

Examinations
Students will have an end of year examination at the completion of Unit 4. It will assess the understanding of work covered:
- Unit 3 Outcome 1: narrative organisation in fictional media texts;
- Unit 4 Outcome 2: the role of social values in shaping a media text;
- Unit 4 Outcome 3: the nature and extent of media influence.
Course outline
Music Performance develops intellectual, aesthetic and cultural understanding of the value and importance of music in solo and group settings. As soloists and members of groups, students develop skills in preparing programs of works. They learn about and apply musicianship as they create music and interpret and analyse solo and ensemble works in a range of styles.

Unit 1
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance.

Outcome 1 – Students should be able to prepare and perform a practiced program of group and solo works
Outcome 2 – Students should be able to demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance
Outcome 3 – Students should be able to identify, re-create, notate and transcribe elements of music and describe ways in which expressive elements of music may be interpreted.

Unit 2
In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance.

Outcome 1 – Students should be able to prepare and perform a musically engaging program of group and solo works
Outcome 2 – Students should be able to demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance
Outcome 3 – Students should be able to identify, re-create, notate and transcribe elements of music and describe how selected elements of music have been interpreted in performance
Outcome 4 – Students should be able to devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.

Assessment:
Demonstration of achievement of outcomes within the study must be based on the student’s performance on a selection of assessment tasks. For Units 1 & 2 the assessment tasks include; performance tasks, demonstration and explanation of technical works, aural and written tasks and composition and improvisation exercises.

Examinations
All students will sit both Semester one and Semester two examinations. Further tests may be used to satisfy completion of the outcomes of this Unit.
Course outline
Students who elect Music Group performance Units 3 and 4 choose any instrument/s to practise and perform in a group context a range of styles demonstrating both authentic and individual interpretation. Students are assessed individually on their contribution to the group’s performance. Units 3 and 4 Music Group performance focuses on performing as a member of a group. Technical, creative and interpretation skills are developed for the presentation of a performance of music in a range of styles.

Students will need to choose whether they will be enrolled as a solo artist or a group performer

Unit 3
This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance.

Outcome 1 – Students should be able to present an informed, accurate and expressive performance of a program of group and solo works
Outcome 2 – Students should be able to demonstrate performance techniques, technical work and exercises and describe their relevance to the performance of selected group and/or solo works and present an unprepared performance
Outcome 3 – Students should be able to identify, re-create, notate and transcribe short excerpts of music and discuss the interpretation of expressive elements of music in pre-recorded works.

Unit 4
In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3.

Outcome 1 – Students should be able to prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works
Outcome 2 – Students should be able to demonstrate performance techniques and technical work and exercises and discuss their relevance to the performance of selected group and/or solo works, and present an unprepared performance
Outcome 3 – Students should be able to identify, re-create, notate and transcribe short excerpts of music and analyse the interpretation of expressive elements of music in pre-recorded works.

Assessment:
Demonstrations of achievement of outcomes within the study are based on the student’s performance on a selection of assessment tasks.

Exams
The student’s level of achievement for Unit 3 & 4 will be determined by school-assessed coursework and two end-of-year examinations. School-assessed coursework for Unit 3 and 4 will contribute 30 per cent to the study score; an end-of-year examinations, which will contribute 50 per cent to the study score and an end-of-year aural and written examination, which will contribute 20 per cent.
Outdoor & Environmental Education

Course Outline
The study is concerned with the ways humans interact with and relate to outdoor environments. ‘Outdoor environments’ include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention.

Unit 1 - Exploring Outdoor Experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments.

Outcomes:
- Describe motivations for participation in and personal responses to outdoor environments, with reference to specific outdoor experiences.
- Describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences, with reference to specific outdoor experiences.

Unit 2 – Discovering outdoor environments
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. Students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Outcomes:
- Describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.
- Evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts, with reference to specific outdoor experiences.

Demonstration of achievement of outcomes within the study must be based on the student’s performance on a selection of assessment tasks. For Units 1 & 2 the assessment tasks include; Short reports of outdoor experiences, oral presentations, tests practical reports in non-text form, written responses.

Examinations
All students will sit both Semester one and Semester two examinations. Further tests may be used to satisfy completion of the outcomes of this Unit.
Course Outline
The study is concerned with the ways humans interact with and relate to outdoor environments. ‘Outdoor environments’ include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention.

Unit 3 - Relationships with Natural Environments
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Students should experience one or more outdoor environments that have characteristics of natural environments and evidence of human intervention. The experiences provide the basis for comparison and opportunities to develop knowledge and skills in classroom and practical settings.

Outcomes:
- Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.
- Analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.

Unit 4 – Sustainable outdoor relationships
Unit Four focuses on the sustainable use and management of natural environments. It examines the contemporary state of Australian environments and focuses on the importance of maintenance to support future needs of the human population.

Outcomes:
- Evaluate the contemporary state of the environment and the importance of healthy environments and sustainability for individuals and society, with reference to specific outdoor experiences.
- Analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

Assessment
Demonstrations of achievement of outcomes within the study are based on the student’s performance on a selection of assessment tasks. For Units 3 & 4 the assessment tasks may include: A practical report in poster or multimedia format; Tests; Short essay; Analysis of data; Written Report.

Examinations
Students will have an end of year examination at the completion of Unit 4. It will assess the understanding of work covered in both Units.
Course Outline
Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Physical Education focuses on the complex interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, together with the wider social attitudes to and understanding of physical activity.

Unit 1: Bodies in motion
In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Outcome 1 - Student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.

Outcome 2 - Students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.

Outcome 3.1 - Student should be able to analyse data collected through research and practical activities, to explain the technological advancements that have led to biomechanical changes in sporting technique or equipment in one selected sport, and explain the implications of the change.

Outcome 3.2 - Student should be able to observe, demonstrate and explain strategies used to prevent sports injuries, and evaluate a range of techniques used in the rehabilitation of sports injuries.
Course Outline
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.

Unit 2: Sports coaching and physically active lifestyles
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.

Outcome 1 - Students should be able to demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.

Outcome 2 - Students should be able to collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.

Outcome 3.1 - Student should be able to explain the importance of interpreting game play and selecting appropriate tactics and strategies in sports.

Outcome 3.2 - Student should be able to use a subjective method to assess physical activity levels within a given population, and implement and promote a settings-based program designed to increase physical activity levels for the selected group.

Assessment
The award of satisfactory completion of these Units is based on a decision that the student has demonstrated achievement of the set outcomes specified for the Unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designed for the Unit.

Examinations
All students will sit both Semester one and Semester two examinations. Further tests may be used to satisfy completion of the outcomes of this Unit.
Course content
The study focuses on the concept of physical fitness, training methods and principals, the contribution of energy systems to performance in physical activity and the health benefits to be gained from participation in regular physical activity.

Unit 3 – Physical activity participation and physiological performance
This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity.

**Outcome 1** - Students should be able to analyse individual and population levels of participation in physical activity, and evaluate strategies that promote adherence to the National Physical Activity Guidelines.

**Outcome 2** - Students should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

Unit 4 – Enhancing performance
Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components.

**Outcome 1** - Students should be able to plan and evaluate training programs to enhance specific physical fitness components.

**Outcome 2** - Students should be able to analyse and evaluate strategies designed to enhance performance or promote recovery

Assessment
Demonstration of achievement of outcomes within the study must be based on the student’s performance on a selection of assessment tasks. For Units 3 & 4 the assessment tasks include: A written report, structured questions, a laboratory activity and report and Data analysis.

Examinations
Students will have an end of year examination at the completion of Unit 4. It will assess the understanding of work covered in these Units. Further tests may be used to satisfy completion of the outcomes of this Unit.
Physics
Unit 1 & 2

Course Outline
Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expense of the Universe. This study of physics is designed to enable students to become familiar with the language, methods and major ideas of physics.

Unit 1
This unit focuses on Physics as a human endeavour. Observations and ideas about the physical world related to aspects of energy are organised and explained through the use of conceptual models. The detailed studies provide opportunities to explore the application of energy concepts and models in nuclear energy, sustainable energy sources, flight, space and medical contexts.

Outcome 1 - Students should be able to explain and model relevant physics ideas to describe the sources and uses of nuclear reactions and radioactivity and their effects on living things, the environment and in industry.

Outcome 2 - Students should be able to investigate and apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems, and describe the safe and effective use of electricity by individuals and the community.

Outcome 3 - One detailed study is to be selected from: Astronomy, Astrophysics, Energy from the nucleus, Investigations: Flight, Investigations: Sustainable energy sources or Medical physics.

Unit 2
This unit focuses on the application of models to more complex phenomena – motion and light – developed within contexts that are familiar to students and relevant to their experiences. Newtonian ideas of motion are extended to include a range of movements and more abstract ideas, while the wave and particle models of light provide a framework for exploring light phenomena in real world applications.

Outcome 1 - Students should be able to investigate, analyse and mathematically model motion of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.

Outcome 2 - Students should be able to describe and explain the wave model of light, compare it with the particle model of light and apply it to observed light phenomena in practical investigations.

Outcome 3 - One detailed study (different from Unit 1) is to be selected from: Astronomy, Astrophysics, Energy from the nucleus, Investigations: Flight, Investigations: Sustainable energy sources or Medical physics.

Assessment
A variety of means are used for assessment, including practical work, assignment, presentation, questions from text and tests. Set tasks throughout the Semester will be graded and form the basis for the Unit result. Satisfactory completion of a Unit is depended upon satisfactory completion of all Outcomes and a minimum of 80% satisfactory completion of class work.

Examinations
All students will sit both a Semester One and Semester Two examination, relating to the set outcomes completed throughout each Semester.
Course Outline
This study is designed to enable students to become familiar with the language, methods and major ideas of physics as well as prepare for careers in physics and physics-based technological areas.

Unit 3
This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced.

**Outcome 1** - Investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the context of transport and related aspects of safety, and motion in space.

**Outcome 2** - Investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.

**Outcome 3** – One detailed study is to be selected from: Einstein’s special relativity, Materials and their use in structures or Further electronics.

Unit 4
This unit focuses on the development and limitations of models in explaining physical phenomena. A field model of electromagnetism is applied to the generation of electricity, and the development of models that explain the complex interactions of light and matter are considered.

**Outcome 1** - Investigate and explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power.

**Outcome 2** - Use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.

**Outcome 3** - One detailed study is to be selected from: Synchrotron and its applications, Photonics or Sound.

Assessment
Assessment is based on school assessed coursework (Unit 3 is worth 16% and Unit 4 is worth 24 %) and end of year exam (60 %) School assessed coursework consists of summary reports of selected practical activities; answers to a range of qualitative and quantitative questions related to outcomes and data analysis and extended practical investigation.

Examinations
All Physics students will sit an end of year exam covering Unit 3 and 4.
Course Outline
The study of design and technology focuses on the distinctive properties of materials, the selection of materials for specific purposes and the tools, equipment and machines used to process materials. The origins of products, the considerations and constraints that may be imposed as products are developed and the impact of these constraints on product solutions are covered.

Unit 1 – Product re-design and sustainability
This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

**Outcome 1** - On completion of this unit the student should be able to re-design a product using suitable materials with the intention of improving aspects of the product’s aesthetics, functionality or quality, including consideration of sustainability.

**Outcome 2** - On completion of this unit the student should be able to use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design.

Unit 2 – Designing within a team
In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

**Outcome 1** - On completion of this unit the student should be able to design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team.

**Outcome 2** - On completion of this unit the student should be able to justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief.

Assessment
Satisfactory completion will be based on the achievement of Outcomes.
Set tasks throughout the Semester will be graded to form the basis for the Unit result. Satisfactory completion is awarded upon the completion of all Outcomes and a minimum of 80% satisfactory completion of class work.

Examinations
All students will sit both a Semester one and a Semester two examination in Design and Technology.
Unit 3 – Applying the Product design process
In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a ‘one-off situation’ in a small ‘cottage’ industry or a school setting.

**Outcome 1** - On completion of this unit the student should be able to explain the roles of the designer, client and/or end-user/s, the Product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.

**Outcome 2** - On completion of this unit the student should be able to explain and analyse influences on the design, development and manufacture of products within industrial settings.

**Outcome 3** - On completion of this unit the student should be able to present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

Unit 4 - Product Development and Evaluation
In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors.

**Outcome 1** - On completion of this unit the student should be able to compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.

**Outcome 2** - On completion of this unit the student should be able to safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

**Outcome 3** - On completion of this unit the student should be able to evaluate the outcomes of the design, planning and production activities, explain the product’s design features to the client and/or an end-user and outline its care requirements.

**Assessment**
Satisfactory completion will be based on the achievement of Outcomes. Set tasks throughout the Semester will be graded and form the basis for the Unit result. Satisfactory completion is awarded upon completion of all Outcomes and a minimum of 80% satisfactory completion of class work.

**Examinations**
All students will sit an end of year examination in Design and Technology.
Course Outline

Unit 1 - Introduction to Psychology
In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. Students consider influences on human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan.

Outcome 1
On completion of this unit the student should be able to describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.

Outcome 2
On completion of this unit the student should be able to describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

Unit 2- Self and others
In this unit, students examine the was a person’s attitudes and behaviours affect the way they view themselves and affect their relationship with others. The develop an understanding of what influences the formation of attitudes of individuals and behaviours of groups and how this can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure, and responses to group behaviour. They consider how differences between individuals can be ascribed to differences in intelligence and personality and how conceptions of these and methods of assessment are contested. Students explore differences between individuals, groups and cultures and how they can be analysed in varied ways through different psychological perspectives informed by both classic and contemporary theories.

Outcome 1
On completion of this unit the student should be able to explain how attitudes are formed and changed, and discuss the factors that affect the behaviour of individuals and groups.

Outcome 2
On completion of this unit the student should be able to compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

Assessment
Students will need to demonstrate achievement for each Unit via a selection of school-based tasks selected by the teacher, which can include an essay, poster, a multimedia presentation, empirical research activity in a report format or test.

Examinations
All students will sit a semester 1 and 2 exam.
Course Outline
Units 3 & 4 focus on the brain and the nervous system, visual perception, states of consciousness, memory and learning. Within each area issues of ethical principles in experiments are discussed as well as learning how to research and write psychological reports.

Unit 3 – The conscious self
Students will be able to explain the major functions and areas of the brain and the role of the nervous system, the nature of processes involved in visual perception and be able to compare and contrast characteristics of normal waking consciousness with altered states of consciousness such as patterns of sleep.

Outcomes:
- Explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies to the investigation of brain function.
- Compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory

Unit 4 – Brain, behaviour and experience
Students will be able to describe the different ways in which our memory operates and compare theories of memory, compare and contrast theories of learning and behaviours not dependant on learning and be able to report on a research investigation that includes formulating a hypothesis as well as the collection, analysis and interpretation of data.

Outcomes:
- Explain the neural basis of learning, and compare and contrast different theories of learning and their applications.
- Differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress and a selected mental disorder.
- Report on a research investigation that includes the formulation of a hypothesis, application of a research method, use of an ethical framework and the collection, analysis and interpretation of data.

Assessment
Assessment for Units 3 and 4 will be based on 40% school based coursework and 60% external exams.

Examinations
There is one external examination at the end of the year.
Course Outline
Sociology is a modern discipline that provides insights into social change, our identities and social relations. Like most other academic disciplines, however, there is not one sociology, but many different sociologies or theories, and each of these offer different ways of seeing and knowing the world.

Unit 1: Youth
This unit explores the way Australians think about youth and adolescence as social categories, and the experiences of young people. Since the mid-1970s, young people have experienced major changes such as the collapse of the full-time youth labour market, increasing job insecurity, an emphasis on education and training and the impact of new technologies. Issues between generations are further crystallised by an ageing population, declining mortality and decreasing fertility rates.

**Outcome 1** - students should be able to discuss in an informed way the idea that youth and adolescence are social categories.

**Outcome 2** - students should be able to explain the key changes influencing the experience of being young in contemporary Australian society.

**Outcome 3** - students should be able to analyse how young people are represented in institutional and governmental policy, the various strategies used to govern young people and their participation in democratic practices.

Unit 2: Family, education and the workplace
This unit investigates three central social institutions: the family, education and the workplace. Each of these institutions is central to our individual and collective identities and has undergone major recent change. It is not unusual to hear reports of the ‘death of the family’. Both the structure and experience of education has also changed dramatically over the last few decades, and since the mid 1970s, the labour market has changed substantially.

**Outcome 1** - Students should be able to identify and analyse the various forms of families in Australia and the social implications of their diverse forms.

**Outcome 2** - Students should be able to describe and analyse the various changes that have taken place since the mid 1970s in the workplace and in educational institutions, and the social impact of these changes.

Assessment
The award of satisfactory completion of these Units is based on a decision that the student has demonstrated achievement of the set outcomes specified for the Unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designed for the Unit.

Examinations
All students will sit both Semester one and Semester two examinations. Further tests may be used to satisfy completion of the outcomes of this Unit.
Course Outline

Unit 3: Community, culture and society
This unit explores the ways Australians have thought about the idea of community and how we experience various forms of community. The idea of community has been a consistent point of reference in all societies. Why do people continue to form attachments either to particular places or to certain kinds of people and refer to that connection as ‘community’?

Outcome 1
On completion of this unit the student should be able to analyse the key issues involved in and changes to the concept of community.

Outcome 2
On completion of this unit the student should be able to analyse key debates on the concept of culture.

Unit 4: Citizenship and globalisation
This unit explores the process known as globalisation, entailing the rise of an information society, and the implications of this for democracy and citizenship. It raises questions about the very meaning and experience of citizenship in a globalising world.

Outcome 1
On completion of this unit the student should be able to evaluate the ways in which people define and engage in citizenship in the Australian context.

Outcome 2
On completion of this unit the student should be able to evaluate the impact of globalisation on contemporary and future social life in Australia.

Assessment
In Sociology the student’s level of achievement will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the study score in Sociology are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent

Examinations
Students are to sit an end of the year exam assessed by the VCAA.
Course Outline

In Unit 1 and 2, students may choose their own medium, a choice of oil, water-colour and acrylic paints, clay, charcoal etc.

Unit 1 - Artistic Inspiration and Techniques

This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through art making.

Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

Outcomes:
- Source inspiration, identify individual ideas and use a variety of methods to translate these into visual language.
- Explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks.
- Discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks.

Unit 2 - Design Exploration and Concepts

This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.

Outcomes:
- Develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks.
- Analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.

Assessment

Satisfactory completion will be based on the achievement of all the Outcomes for Unit 1 and 2. These will include; a folio of varied ideas and sources of inspiration and experiments plus evaluation of the work produced; finished artworks appropriately presented and produced; Research reports and essays.

Examinations

Examinations for both Unit one and two
Course Outline
Unit 3 and 4 of Studio Arts see students work in the one class, whether they choose to produce work by using traditional Art mediums, the Photographic medium or both. This is a constructive environment with the intention of exposing students to a variety of mediums encouraging imagination and inspiration.

Unit 3 - Studio Production and Professional Practices
This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.

Outcomes:
- Prepare an exploration proposal that formulates the content and parameters of an individual design process, and that includes a plan of how the proposal will be undertaken.
- Present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.
- Discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles.

Unit 4 - Studio Production and Art Industry Contexts
Students produce a cohesive folio of finished artworks. The folio includes visual and written documentation explaining how potential solutions are used. The artworks need to reflect the skilful application of materials and techniques. Students research current art industry issues as well as exploring the role of galleries and the methods used in the preparation, presentation and conservation of artworks.

Outcomes:
- Students present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student’s ideas.
- Provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works.
- Examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles, processes and methods involved in the exhibition of artworks.

Assessment
Satisfactory completion of the Units is based on the achievement of the Outcomes for both Units. These will include; Development of a work brief and outcome statement; Folios showing the design process and the development of the finished artworks; Research works throughout the year, class SATs; Exams.

Examinations
Students are to sit an end of the year exam assessed by the VCAA.
Course Outline
The study of Visual Communication and Design focuses on Instrumental Drawing, Freehand drawing and Rendering, the Visual Communication Production Process, Developing Communications and Visual communication in context.

Unit 1 – Introduction to visual communication design
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Outcomes:
- Student should be able to create drawings for different purposes using a range of drawing methods, media and materials.
- Student should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.
- Student should be able to describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2 – Applications of visual communication design
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

Outcomes:
- Student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
- Student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
- Student should be able to engage in stages of the design process to create a visual communication appropriate to a given brief.

Assessment
Tasks will be set to combine both practical folio based work and written research topics. A satisfactory result is awarded upon the satisfactory completion of all outcomes and a minimum of 80% satisfactory completion of set class work.

Examinations
All Visual Communication and Design students will sit both a Semester one and Semester two examination, relating to the set outcomes completed throughout the year.
Course Outline

Unit 3 & 4 focuses on; Communication Design, Communication Analysis, Investigating Professional Practice, Developing a Brief and Completing the overall product. Students use a mixed range of materials, learning about the skills of design and computer-generated graphics involved in the practical work. Students research and explore the roles of professionals in the community.

Unit 3 – Design thinking and practice

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes.

Outcomes:

- Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
- Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
- Apply design thinking skills in preparing brief, undertaking research and generating a range of ideas relevant to the brief.

Unit 4 – Design development and presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

Outcomes:

- Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.
- Produce final visual communication presentations that satisfy the requirements of the brief.
- Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

Assessment

Set tasks will be set to combine both practical folio based work and written annotations. A satisfactory result is awarded upon the satisfactory completion of all outcomes and a minimum of 80% satisfactory completion of set class work.

Examinations

The end of year exam will focus on; Knowledge of drawing systems and skill in drawing and rendering; Development of solutions to visual communication problems; Analysis and evaluation of examples of visual communication; Processes and procedures used to produce visual communications.
Example of Senior Timetable

<table>
<thead>
<tr>
<th>Times</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am – 10:15am</td>
<td>Subject 1</td>
<td>Subject 5</td>
<td>Subject 3</td>
<td>Subject 4</td>
<td>Subject 5</td>
</tr>
<tr>
<td>10:15am – 11:30am</td>
<td>Subject 2</td>
<td>Subject 4</td>
<td>Pathways</td>
<td>Subject 6</td>
<td>Subject 6</td>
</tr>
<tr>
<td>11:30am – 12:00 noon</td>
<td>Recess</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 noon – 1:15pm</td>
<td>Subject 3</td>
<td>Subject 6</td>
<td>Subject 2</td>
<td>Subject 5</td>
<td>Subject 1</td>
</tr>
<tr>
<td>1:15pm – 2:05pm</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:05pm – 3:20pm</td>
<td>Subject 4</td>
<td>Subject 1</td>
<td>Subject 3</td>
<td>Subject 2</td>
<td>Additional private study session</td>
</tr>
</tbody>
</table>

Each subject gets 3 one hour and fifteen minute (75 minute) sessions every week. Pathways will run for one 75 minute session per week.

Each student at Years 10 and 11 will do six subjects each semester. Year 12 students will do five subjects and have one time block as a study session.
VET Studies

VET is Vocational Education and Training. VET provides an opportunity for students to learn from experience in training institutions and actual workplaces and to gain a nationally recognised qualification. VET courses are programs that have been designed by industries to train people for that particular industry. VET courses skill people in specific areas that directly relate to requirements of that workplace. Because they are designed by industry, VET courses increase the chances of employability of the student in that particular industry. However, success in VET requires a high level of commitment.

VET as part of VCE

VCE VET courses:
Many VET courses are also accredited as VCE units. This allows the student to train in a particular industry and complete VCE units in the same course. This is known as VCE VET. These 3 & 4 units may contribute to a student’s ATAR, some via Scored Assessment similar to that of a VCE subject.

Other VET courses:
Other VET courses can also count towards VCE based on the number of nominal hours for the course. Certificate II courses can count towards VCE at Unit 1 & 2 level and Certificate III courses can count towards Unit 3 & 4 level.

This means that you will get training in a specific vocational area, for instance hospitality, information technology, music production or child care. This training will contribute towards satisfactory completion of your VCE, may contribute towards your VCE score (ATAR) and it will give you a nationally recognised vocational qualification. This will provide you with access to further training, and improve your chances of getting work or an apprenticeship when you leave the college.

- Choose the VET certificate that best suits you. This takes the place of one (1) VCE subject
- Choose 5 VCE subjects of which one (1) must be English
- Fill out the application form with assistance from your Pathways teacher, our Career Advisor, your parents/guardians, and provide the $50 deposit.
- Have an interview with the VET coordinator (Mr Hassett)
- Complete a Regional Application Form.

A ‘Vet in the VCE’ year 11 program may look like this: (Sample only)

<table>
<thead>
<tr>
<th>Subject 1</th>
<th>Subject 2</th>
<th>Subject 3</th>
<th>Subject 4</th>
<th>Subject 5</th>
<th>Subject 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE English or Literature Units 1&amp;2</td>
<td>VET Certificate III Community Services: Children’s Services</td>
<td>VCE Maths General Units 1&amp;2</td>
<td>VCE Psychology Units 1&amp;2</td>
<td>VCE Health and Human Development Units 1&amp;2</td>
<td>Biology Units 1 &amp; 2</td>
</tr>
</tbody>
</table>

You may want to have your VCE subjects “matching” your VET certificate or you may choose “non-matching” VCE subjects.
VET as part of VCAL
Students studying for their VCAL certificate usually complete part or all of a VET certificate. These students will complete their course with a VCAL certificate and a VET certificate. Any accredited VET course at Certificate I, II or III level can make up part of a VCAL program.

A VET pathway has many advantages for students as it:
- Provides a more vocational focus that can include work placement.
- Develops skills and work place competencies that are valued by employers and so improves job opportunities.
- Offers completion of two certificates: a VET certificate along with either VCE or VCAL.

Access to VET will be offered through Northern Bay Senior College and at the Gordon TAFE, both are Registered Training Organisation delivering a range of VET Certificates. Students may wish to study a course, however transport is not provided.

First year VET programs throughout Geelong are run on Wednesday afternoons, second year usually Monday afternoons, and both extend beyond the normal school finishing hours. This allows VET to be provided in one extended session per week.

Students receive an S for a unit of competence or module when they have demonstrated competence as assessed by the Registered Training Organisation (RTO). Satisfactory completion of VET units is calculated automatically as students satisfactorily complete the units of competence required for the certificate being studied.

VET is suited to students who:
- are thinking of obtaining an apprenticeship or traineeship after school
- are already skilled in an industry area and can gain excellent study scores for university entry
- would like to gain an industry qualification, as well as their VCE or VCAL
- enjoy a more “hands on” learning environment
- want to keep their options open after completing Year 12
- want to obtain part-time work in an industry

There are fees associated with each VET course. Students applying for a VET course at Northern Bay Secondary College will be required to provide a $250 deposit with their VET application forms. Half of the remaining course cost is to be paid by the end of the 2013 school year and the remainder paid by the end of week two 2014. Failure to pay this fee will result in the student being withdrawn from the course.

All Year 11 VCAL students MUST choose a VET course.
Examples of VET courses at Northern Bay Senior College include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>BSB20101</td>
<td>Certificate II Business Administration &amp; Business Administration</td>
</tr>
<tr>
<td>BSB30201</td>
<td>Certificate III Business Administration</td>
</tr>
<tr>
<td>21393VIC</td>
<td>Modules from Certificate II in Building &amp; Construction: Carpentry</td>
</tr>
<tr>
<td>21583VIC</td>
<td>Certificate II Electrotechnology (Shared Technology)</td>
</tr>
<tr>
<td>21566VIC</td>
<td>Certificate II Engineering Studies (Aviation)</td>
</tr>
<tr>
<td>21566VIC</td>
<td>Certificate II Engineering Studies (Mechanical)</td>
</tr>
<tr>
<td>SRC20204</td>
<td>Certificate II Community Recreation</td>
</tr>
<tr>
<td>ICA30199</td>
<td>Certificate III Information Technology: Software Applications</td>
</tr>
<tr>
<td>CUS30201</td>
<td>Certificate III Music Industry: Technical Production</td>
</tr>
<tr>
<td>NES106A4</td>
<td>CISCO Network Academy Program</td>
</tr>
<tr>
<td>21110VIC</td>
<td>Certificate II Automotive RTO Gordon TAFE</td>
</tr>
<tr>
<td>CHC30699</td>
<td>Certificate III Children’s Services (RTO One World for Children)</td>
</tr>
<tr>
<td>WRH20100</td>
<td>Certificate II Hairdressing (RTO The Centre for Excellence)</td>
</tr>
<tr>
<td>THH21802</td>
<td>Certificate II Hospitality Operations (RTO Best Restaurant Training)</td>
</tr>
<tr>
<td>Certificate II Community Services Work</td>
<td></td>
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<tr>
<td>Certificate II or III Beauty Services</td>
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<tr>
<td>Certificate II Automotive Technology</td>
<td></td>
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<tr>
<td>Certificate II Equine Industry</td>
<td></td>
</tr>
</tbody>
</table>

It is recommended that students read the relevant VET brochure for information about each course.

**Cost**

Students should note that the majority of VET students will be responsible for purchasing their own protective clothing and equipment and contributing to the cost of specialist speakers, materials, excursions and consumables. Costs in excess of $200 are common and will be specified on the booklist each year.
School Based Apprenticeships

A School-Based Apprenticeship (SBA) integrates education, training and employment.

It is an opportunity for VCAL/ VCE students to undertake accredited training qualifications as a paid employee. Training can be both on and off-the-job.

Many casual jobs in retail and hospitality also contribute to VCE/VCAL if the students are trainees in Certificate II or III. Students must provide the school with a copy of their training.

SBAs are suited to students who
- are at least 15 years of age and enrolled at school in VCE or VCAL
- wish to obtain an apprenticeship or traineeship at the end of their schooling
- would like to gain an industry qualification as well as their VCE or VCAL
- want to keep their options open – broaden pathway choices after completing Year 12
- want to combine paid work, learning (VCE/VCAL) and training in a specific industry
- want the opportunity to gain two separate nationally recognised certificates at the same time: their industry certificate and VCE or VCAL

How long does it take?
- 12 months in most industries such as childcare, community services, business
  - working and training 13 hours per week, and attending school the rest of the week
- 2 years in a few industries such as electrical, patisserie
  - working and training 13 hours per week, and attending school the rest of the week

Steps involved in the program
- Students gain employment as part-time apprentices or trainees in their chosen industry.
- Employment and training contracts are signed and registered with an Australian Apprenticeship Centre.
- A training plan is developed for the student which incorporates industry training, school and work commitments.
- The student’s program and results of the industry training are entered on the VCAA database.
- The units of competence completed during training are credited to the student’s VCE or VCAL Certificate.

An SBA in Certificate III can be the equivalent of two Unit 3 & 4 subjects in the VCE and counts as a fifth subject in the calculation of the ATAR (contributes 10% of the average of the primary 4 subjects)

An SBA in Certificate II is the equivalent of two Unit 1 & 2 subjects in the VCE.

An SBA contributes to two of the four VCAL strands – Work Related Skills and Industry Specific Skills.
Case Studies:

- Student A in Year 11 VCAL has an SBA in Certificate III Building & Construction-Carpentry (B&C) which goes for approximately 12 months and will finish at the end of the 2012 school year. He attends his B&C training at the Gordon on Wednesdays from 1.30 – 6.30 pm. He works with a builder all day every Friday – including the holidays – and is paid an hourly award rate based on his industry and year level at school.

- Student B in Year 12 VCAL has an SBA in Certificate III Business Administration which goes for approximately 12 months and will finish at the end of the 2012 school year. He attends his Business Administration training at Macquarie College on Wednesdays from 1-5pm. He works 7 hours per week at a Cultural Centre on Thursdays and weekends and is paid an hourly award rate based on his industry and year level at school.

- Student C in Year 11 is doing a combined VCE/VCAL program, and has an SBA in Certificate III in Hospitality which started in October 2010 and will finish in October 2012. She works 13 hours per week and her training is on-the-job at her place of work – a patisserie. She is paid an hourly award rate based on her industry and year level at school.
News from the State Government regarding SBAs and VET certificates

As from July 1st 2012:

1. All Victorians under 20 years of age will continue to have access to a government-subsidised training place at any level.

2. Those aged 20 years and over can gain a government-subsidised place BUT only for qualifications higher than those that are already held.

This means that after you turn 20 years of age:

- If you completed a Certificate II at school, you cannot gain a government-subsidised place in another Certificate II, but you can in a Certificate III or higher
- If you completed a Certificate III at school, you cannot gain a government-subsidised place in another Certificate III, but you can in a Certificate IV or higher
- If you completed a Certificate IV at school, you cannot gain a government-subsidised place in another Certificate IV but you can in a Diploma or higher

What to do?

Make sure the results from all certificates undertaken while you are at school have been given to the school (i.e. Nell Wilson – careers coordinator or Rohan Donnelly – Senior Years coordinator) before you exit.

This includes those certificates that have been completed outside of school hours during or as part of casual work.

For example: Certificates completed as part of work in the hospitality industry, at a supermarket...
Victorian Certificate of Applied Learning (VCAL)

Personal Development Skills
Personal Development Skills units are compulsory at each level of VCAL. Personal Development Skills units are offered in conjunction with Work Related Skills units in the Intermediate and Senior programs. These units are designed to develop and enhance student skills and attributes in leadership, self-management, team work and decision making. Students are encouraged to develop independent learning skills and understand learning opportunities in contexts related to self, community and the environment.

Work Related Skills
Work Related Skills units are designed to develop and enhance student skills and knowledge for effective communication, team work, time management and task management. Students develop their knowledge of career pathways and occupational health and safety regulations. Work Related Skills units are offered in conjunction with Personal Development Skills units in the Intermediate and Senior programs.

Industry Specific Skills
Students develop knowledge, skills and attributes for one or more vocational areas in preparation for progression to further learning or employment. This is achieved through the study of a VET course. Students have a choice in the Intermediate and Senior Programs. Choices can be made from the courses available at the college.

Literacy and Numeracy Skills
VCAL Literacy and Numeracy Skills units are offered as an alternative to VCE English and VCE Mathematics subjects. These subjects provide an applied learning environment in which students can develop their literacy and numeracy skills through a number of activities linked to everyday and vocational contexts, rather than through testing and examinations.

When selecting a Literacy Skills option it is important to note that:

- to achieve the VCE certificate in addition to VCAL level certification, students must complete three units from the VCE English group;
- if transferring enrolment from a VCAL program to a VCE program, students need only complete two units of VCE English, provided they have already successfully completed the Intermediate or Senior level.

*Students wanting to study at University are advised to undertake a VCE program.*
VCAL Foundation Program

This is a set program. Students will automatically be placed in all required units through the enrolment process. The VCAL Foundation Program provides an entry to senior studies. This program develops skills and knowledge through a supported learning environment.

VCAL units are met through students demonstrating competency with the learning outcomes of each unit. Assessment of competency is made by students building up a portfolio of evidence for each unit. These will include samples of work completed and the use of digital images.

FOUNDATION PERSONAL DEVELOPMENT SKILLS
Students will work together to plan and organise activities with the guidance of their teacher. They will learn about themselves and other people. Students will develop their skills and attributes by building on their strengths and abilities. This could be done through learning activities that link to the themes of Sport and Recreation; Health, Community and Environment.

Learning activities - Group and class discussions, group project work, team building exercises, sport and recreation activities, and First Aid training.

Key skills required - Team work, planning and organisation, problem solving and communication.

FOUNDATION WORK RELATED SKILLS
Students will develop skills and knowledge to build readiness for work. Students will complete safe@work modules and other Occupational Health and Safety training. Students will investigate a workplace and plan a work related activity that follows Occupational Health and Safety guidelines. Students will work in teams and develop their research skills in a workplace context. Students will also develop their resume.

Learning activities - Group and class discussions, group project work, team building exercises, resume development and industry visits.

Key skills required - Team work, planning and organisation, problem solving and communication.

FOUNDATION LITERACY
Students will develop their reading and writing skills and oral communication skills. This will be done through different activities. Many of these will link to the activities and projects that the students are doing in the Personal Development Skills and Work Related Skills classes.

Learning activities - Individual skill development, group and class discussions, presentations to the class, group project work and producing communication material such as brochures and posters.

Key skills required - Reading, writing and oral communication skills.
FOUNDATION NUMERACY
Students will develop everyday numeracy to make sense of their daily lives and workplace situations. The maths involved includes measurement, money, time, shape and design, data in the media, graphs, location and directions. These are explored through activity based learning.

Learning activities - Group and class discussions about maths, group project work for practising skills, writing about maths, using a cash register, and planning and organising a fundraising raffle

Key skills required - Problem solving, applying ideas to everyday situations and communication.

In addition to the above VCAL program students are required to complete additional classes to support their learning.

Year 11 students are expected to select two options from available practical and VCE subjects, while students in Year 12 students are expected to select one option from available VCE and practical subjects.

Practical subject options can include sport/outdoor education, food technology, media and wood technology. The subjects made available to students in 2014 would be dependent on student interest, teacher and room availability.
VCAL Intermediate Program

The VCAL Intermediate Program provides an entry to senior studies. This program develops skills and knowledge while building independent learning, through a reasonable degree of autonomy for planning Learning Activities.

- All students will select the combined Personal Development Skills and Work Related Skills subject.
- Students may choose to select VCAL Literacy or select a VCE English subject.
- Students may choose to select VCAL Numeracy or select a VCE Mathematics subject.
- Students will need to select a VET course and a VCE subject of their choice.

VCAL units are met through students demonstrating competency with the learning outcomes of each unit. Assessment of competency is made by students building up a portfolio of evidence for each unit. These will include samples of work completed and the use of digital images.

INTERMEDIATE PERSONAL DEVELOPMENT AND WORK RELATED SKILLS

Students will have opportunities to develop their readiness for independent learning and for the development of employability skills for specific vocational fields of interest. This will be achieved through a number of activities, projects and learning opportunities that are decided by the group with their teacher. Students will complete safe@work modules and other Occupational Health and Safety training in readiness for work placements.

Reflection on workplace experiences become part of the learning experience. Students will receive training for the ‘Follow Health, Safety and Security Procedures’ competency which will provide them with the Safe Food Handling Certificate.

Learning activities - Group and class discussions, group project work, volunteering for community goals, team building exercises, sport and recreation activities, resume development and industry visits.

Key skills required - Team work, planning and organisation, problem solving, and communication.

INTERMEDIATE LITERACY

Students will develop their reading and writing skills and oral communication skills. This will be done through different activities. Many of these will link to the activities and projects being completed in the Personal Development Skills and Work Related Skills classes. Students will use their skills to produce brochures, awareness posters and write in practical ways including letters and emails.

Learning activities - Individual skill development, group and class discussions, presentations to the class, group project work, and producing communication material such as brochures and posters.

Key skills required - Reading, writing, and oral communication skills.
INTERMEDIATE NUMERACY
Students will develop everyday numeracy to make sense of their daily lives and workplace situations. The maths involved includes measurement, money, time, shape and design, data in the media, graphs, location and directions. These are explored through activity based learning.

Learning activities - Group and class discussions about maths, group project work for practising skills, writing about maths, using a cash register, and planning and organising a fundraising raffle

Key skills required - Problem solving, applying ideas to everyday situations and communication.

In addition to the above VCAL program students are required to complete additional classes to support their learning.

Year 11 students are expected to select two options from available practical and VCE subjects, while students in Year 12 students are expected to select one option from available VCE and practical subjects.

Practical subject options can include sport/outdoor education, food technology, media and wood technology. The subjects made available to students in 2014 would be dependent on student interest, teacher and room availability.
VCAL Senior Program

The VCAL Senior Program builds on the progress made at the Intermediate Level.

- All students will select the combined Personal Development Skills and Work Related Skills subject.
- Students may choose to select VCAL Senior Literacy or select a VCE English Unit 3 and 4 subject

Other program selections should be made after careful consideration of the credits gained from previous studies. It is important to read the section about qualifying for both the VCE and VCAL certificates before making final selections. VCAL units are met through students demonstrating competency with the learning outcomes of each unit. Assessment of competency is made by students building up a portfolio of evidence for each unit. These will include samples of work completed and the use of digital images.

SENIOR PERSONAL DEVELOPMENT AND WORK RELATED SKILLS

Students will have opportunities to demonstrate independent learning skills and leadership and the development of employability skills for specific vocational fields of interest. This will be achieved through a number of activities, projects and learning opportunities that are decided by students with their teacher. Students will update safe@work modules and other Occupational Health and Safety training in readiness for work placements.

Reflection on workplace experiences becomes part of the learning experience. Students will receive an opportunity for training for the Responsible Serving of Alcohol (RSA) certificate.

Learning activities - Group and class discussions, group project work, volunteering for community goals, team building exercises, sport and recreation activities, resume development and industry visits.

Key skills required - Team work, planning and organisation, problem solving and communication.

SENIOR LITERACY

Students will develop their reading and writing skills and their oral communication skills. This will be done through different activities. Many of these will link to the activities and projects that the students are completing in the Personal Development Skills, Work Related Skills classes and the industries that are linked to their vocational (VET) studies. VCE Unit 3 English can be delivered parallel to the VCAL Senior Literacy units. Depending on previous VCE English credits, this can give eligibility for the VCE Certificate.

Learning activities

Individual skill development, group and class discussions, presentations to the class, group project work, and producing communication material such as brochures and posters.

Key skills required - Reading, writing and oral communication skills.
SENIOR NUMERACY
Students will develop everyday numeracy to make sense of their daily lives and workplace situations. The maths involved includes design, measurement, mapping, data and graphs, use of decimals, fractions and percentages in everyday life and formulae for problem solving real life situations. These are explored through activity based learning.

**Learning activities** - Group and class discussions about maths, group project work for practising skills, research projects, listening to guest speakers and writing about maths

In addition to the above VCAL program students are required to complete additional classes to support their learning.

Year 11 students are expected to select two options from available practical and VCE subjects, while students in Year 12 students are expected to select one option from available VCE and practical subjects.

Practical subject options can include sport/outdoor education, food technology, media and wood technology. The subjects made available to students in 2014 would be dependent on student interest, teacher and room availability.
Certificate II in Automotive Technology

Suited to students who are thinking of obtaining an apprenticeship or traineeship in the automotive industry, have mechanical aptitude, are interested in the theory of how mechanical and electrical components work and enjoy an individualised learning environment. This program provides students with a broad base of skills necessary to maintain and service a wide range of motor vehicles, and provides a head start in gaining automotive apprenticeships.

Credit upon successful completion of the program

- Pre-apprenticeship qualification in Automotive Technology (up to one year off an apprenticeship)
- Certificate II in Automotive Technology (Pre-vocational) (22015VIC)
- Units 1-4 in VCE VET Automotive
- ATAR Increment (10% of average of best 4 scored VCE subjects)
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

Learning Activities - Students will be required to undertake various classroom and workshop based activities ranging from completing projects on job seeking skills, industry research, occupational health and safety, first aid and automotive theory and practice.

Key skills required - This subject is competency based and students must be able to work independently and have good time management skills. Structured Workplace Learning is available for all students and should be undertaken as often as possible.

Sample Course Structure (based on 2012 program)

Units 1 and 2

- Industry research
- Safe working practices including first aid
- Maintain tools & equipment
- Measuring equipment
- Remove & refit batteries
- Read in the workplace
- Use numbers in the workplace
- Communicate in the workplace
- Recharge batteries

Units 3 and 4

- Four stroke engines, single cylinder-dismantle & assemble
- Remove & repair radiator
- Set up and use oxy welding equipment
- Remove & replace clutch
- Remove & replace wheel & tyres
- Remove & replace brakes
- Remove & replace transmission
- Remove & replace carburettor
- Dismantle & assemble carburettor
- Remove & replace fuel pump
- Dismantle & assemble fuel pump
- Service and maintain a vehicle

Recommended Complementary VCE Units

General or Foundation Mathematics, Visual Communication and Design (Technical).

Cost

- Approximately $300 per year where this fee contributes to the cost of First Aid Certification (Year 11), module booklets and reference materials and consumables.
Certificate II in Beauty Services

This program is suited to students who have a desire to work in the retail or beauty industry, enjoy designing and applying makeup and doing manicures and pedicures, understand the importance of workplace safety procedures, are prepared to spend long hours on their feet, have good communication skills, are keen to learn from others on the job and understand that they will need to organize and attend a salon work placement.

Credit upon successful completion of the program
- Credits granted against Certificate III Beauty Services
- Career pathway to Beauty Therapist
- Six VCE units two Unit 1 and 2 combinations and Units 3 and 4.
- Six VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.

Learning Activities
Classes will be a mix of theory and practical work. The underpinning knowledge learned in class will be applied in practical sessions. Students will be using work books requiring written responses.

Students will also work in pairs to learn about and practise the retailing of beauty products and learning elementary skills from the beauty industry, which may include makeup, manicure, pedicure, waxing, nail technology, and skin treatments.

Key Skills Required
Students will be using a variety of equipment and products to administer beauty services. They will learn effective communication skills, customer service, retail and effective health and safety practices.

Sample Course Structure (based on the 2012 course)

Year 1
- Provide Manicure and Pedicure Services
- Update Beauty Industry Knowledge
- Provide lash and brow treatments
- Provide temporary epilation and bleaching treatments
- Communicate in the workplace
- Apply safe working practices
- Perform routine housekeeping duties
- Apply knowledge of nail science to nail services
- Coordinate work teams
- Create a display for a small business

Year 2
- Conduct financial transactions
- Provide service to clients
- Work effectively in a retail environment
- Merchandise products
- Advise on beauty services
- Sell products and services
- Apply gel nail enhancement
- Demonstrate retail skin care products
- Design and apply makeup

Recommended Complementary VCE Units
Studio Art subject, Health and Human Development, Business Management

Cost
- Approximately $400 per year
- Items covered by this cost include: textbook, module books, equipment case items and First Aid Certification.
Certificate II in Building & Construction

**Suited to students who** are interested in pursuing a career in the building industry, would like to gain an apprenticeship in building, enjoy making things, particularly from wood and enjoy learning how to do things and improving their skills.

**Credit upon successful completion of the program**
- Approximately two thirds of the Pre-Apprenticeship qualification in carpentry over two years, or the full Certificate II in Building and Construction (Pre-Apprenticeship) over three years (which can include Year 10).
- Units 1-4 in VCE VET Building and Construction
- ATAR Increment (10% of average of best 4 scored subjects) upon completion of VCE VET Units 1-4.
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

**Learning Activities**
Students will learn through practical demonstration, working through set workbooks, simulated workplace activities and normal classroom activities. Students will be regularly assessed on every aspect of the work covered, including their ability to work in a workshop in a safe and responsible manner. Ten days of structured work experience is recommended for this subject.

**Key Skills**
Students will complete several set practical projects that will enable them to perfect and demonstrate skills in using hand and power tools. They will also have to complete a considerable amount of reading and be able to demonstrate some of their knowledge through written tests and assignments.

**Sample Course structure**

**Units 1 and 2**
- Workplace Safety and industry induction
- Workplace procedures for environmental sustainability
- Basic First Aid
- Safe handling of plant and power tools
- Carpentry hand tools
- Calculations for the Building Industry
- Building Structures

**Units 3 and 4**
- Quality Principles for the Building Industry
- Workplace documents and plans
- Wall framing
- Roof Framing
- Basic setting out
- External cladding
- Introduction to scaffolding
- Levelling
- Sub floor framing

**Recommended Complementary VCE Units**
Product Design and Technology (Wood), General or Foundation Mathematics, Visual Communication and Design

**Cost**
- Approximately $250 per year
- This cost contributes to: First Aid and Construction Induction Cards (Year 11), training booklets and consumables.
Certificate II in Business Administration

This program is suited to students who enjoy working and communicating with people, find administrative work interesting, have an interest in computing and business technology, want to find out how to operate in a business environment, can follow instructions, but can also show initiative, can work under pressure, meet deadlines and show tact and discretion.

Credit upon successful completion of the program
- Certificate II in Business Administration, including selected modules from Certificate III in Business Administration
- Students completing the assessed coursework and the VCAA exam receive a study score which contributes towards their ATAR
- Units 1-4 in VCE VET Business Administration
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

Learning activities
Students learn Occupational Health and Safety for work environments, create, write and display business letters, prepare tables, charts, reports and emails; use and create spreadsheets and charts, answer telephone enquiries and assist customers and staff; file papers and documents; undertake banking and petty cash management and organise other business functions.

Key Skills required
Students learn to operate office equipment such as photocopiers and personal computers, and then put their knowledge and skills into practice in their work placement in a business environment. Structured Workplace Learning is required for all students and is incorporated into the program.

Sample Course structure

Units 1 and 2
- Participate in OH&S processes
- Communicate in the workplace
- Produce simple word processed documents
- Organise and complete daily work activities
- Work effectively with others
- Use business technology
- Handle mail
- Create and use spreadsheets
- Process and maintain workplace information

Units 3 and 4
- Maintain daily financial/business records
- Organise personal work priorities and development
- Organise workplace information
- Design and produce business documents
- Promote innovation in a team environment

Recommended Complementary VCE Units
Business Management, Accounting, Mathematics, Information Technology.

Cost
- Unknown at time of printing

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (66%), 1½ hour written examination in November (34%)
Certificate II in Community Recreation/Fitness

This certificate is suited to students who enjoy the theoretical side of sport and fitness, enjoy working with younger people, have good communication skills and are willing to take part in approximately 80 hours of work experience over two years. This subject enables students to pursue a career in sport and recreation without having to go to university such as personal training, sports coaching or sports administration. Leadership, organisational and specialist activity skills are developed through theory and practical sessions.

Credit upon successful completion of the program
- Certificate II in Community Recreation SRC20206 - Year 11, Year 12 Partial Certificate III
- Units 1 - 4 in VCE VET Community Recreation
- Completion of the assessed coursework and VCAA exam provides a study score which contributes to the ATAR
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.

Learning Activities
Units 1 and 2 - theoretical work includes working through modules, assignments, attending guest speaker sessions and completing preparation for a major project. The practical component includes completing hands-on activities such as Level 2 First Aid, a stock take of sports equipment and working with younger children in organising and conducting an event.
Units 3 and 4 - theoretical work includes working through modules, assignments and completing training programs for colleagues. The practical component includes activities such as fitness testing, resistance training and group fitness work.

Key skills required
This subject is competency based and students must be able to work independently and have good time management skills. Approximately 75% of the work is theoretical and 25% practical. Students need sound literacy skills. 40 hours of Structured Workplace Learning is required for all students.

Sample Course structure

Units 1 and 2
- Follow OH&S policies and procedures
- Respond to clients at risk
- Respond to emergency situations
- Provide first aid/Level 2 Senior First Aid
- Develop knowledge of the Sport and Recreation Industry
- Operate computing packages
- Post and pregame meals preparation
- Organise and complete daily work activities
- Deal with client feedback

Units 3 and 4
- Undertake a risk analysis of activities
- Deal with conflict
- Apply sport and recreation law
- Conduct a sport and recreation session for participants
- Develop basic fitness programs
- Apply basic exercise science to exercise instruction
- Undertake client induction and screening
- Use and maintain core fitness industry equipment
- Analyse participation patterns in specific markets of the industry

Recommended Complementary VCE Units
Physical Education, Business Management

Cost
- Approximately $300

VCAA ASSESSMENT - The overall Study Score will consist of:
School Assessed Coursework (66%), 1 hour written examination in November (34%).
Certificate II in Electrotechnology

Suited to students who enjoy modifying and repairing battery operated devices, producing battery operated devices, don’t mind a large amount of reading and writing, understand that electronics has a large theory content including maths and physics, are able to connect and interpret various meters and have a basic knowledge of electronic devices and how they operate.

Credit upon successful completion of the program
- Certificate II in Electrotechnology (shared technology) 21583VIC
- Units 1-4 in VCE VET Electrotechnology
- Students completing the assessed coursework and the VCAA exam receive a study score which contributes towards their ATAR
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

Learning activities
Students learn the theory of individual components and devices, completing assessments comprising various assignments including learning about the industry in the classroom and during work placement, industry visits and structured workplace learning. Students are required to undertake various activities from practical projects to theory projects.

Key skills required
Students aim for competence in Occupational Health and Safety and First Aid. They will develop skills in planning and ordering components for projects.

Sample Course structure

**Units 1 and 2**
- Carry out a shared technology project
- Computer system networks
- Wireless communications link
- Energy generation
- Photonics
- Assemble and connect an extra low voltage battery power source

**Units 3 and 4**
- Identify and select components/accessories/materials for electrotechnology work
- Apply technologies and concepts to electrotechnology work activities
- Operate a small power supply
- Program a basic robotic system
- Set up and test an embedded control system
- Construct and configure a basic robotic system

Recommended Complementary VCE Units
Physics, Mathematics (highest level possible for the student), Product Design and Technology

Cost
- Approximately $250 per year
- This fee contributes to the cost of: First Aid Certificate (Year 11), module booklets and reference materials, consumables, tools and equipment.

VCAA ASSESSMENT - The overall Study Score will consist of:
School Assessed Coursework (66%), 1 hour written examination in November (34%).
Certificate II in Equine Industry

**Suited to students who** enjoy the practical side of working with horses, enjoy working outdoors, are self motivated and want to pursue a career in the equine industry such as employment as a stable hand, horse breeding, competition, veterinary science courses at University, or further studies in agriculture and animal husbandry.

**Credit upon successful completion of the program**
- Certificate II Equine Industry
- Units 1-4 in VCE VET Equine Industry
- Students completing the assessed coursework and the VCAA exam receive a study score which contributes
- towards their ATAR
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

**Learning activities**
Theoretical work includes online modules and assignments. The practical component includes completing hands-on activities such as riding/driving horses, handling horses, caring for horses and completing Level 1 First Aid. In Year 12, a portfolio, work project and a work performance are all required. The practical component includes activities that deal with application of the skills and knowledge demonstrated in the work performance.

**Key skills required**
This subject is competency based and the student must be able to work independently and have good time management skills. Structured Workplace Learning is expected for all students and should be undertaken during the course.

**Sample Course structure**

**Units 1 and 2**
- Work effectively in the equine industry
- Identify a career path in the equine industry
- Handle horses safely
- Provide daily care for horses
- Provide basic emergency life support
- Perform basic driving tasks
- Perform basic riding tasks
- Work in an equine organisation

**Units 3 and 4**
- Carry out regular horse observations
- Determine nutritional requirements for horses.
- Demonstrate basic horse riding skills
- Relate equine form and function
- Respond to equine injury and disease

**Recommended Complementary VCE Units**
Health and Human Development, Physical Education

**Cost**
- Approximately $350 per year

**VCAA ASSESSMENT – The overall Study Score will consist of:**
School Assessed Coursework (66%), 1½ hour written examination in November (34%)
Certificate II in Hairdressing

This program is suited to students who enjoy working in a creative environment, are prepared to spend long hours on their feet, have good communication skills, are keen to learn from others on the job and understand that they will need to organize and attend a salon work placement as part of this program.

Credit upon successful completion of the program
- Pre-apprenticeship qualification in Hairdressing
- Certificate II in Hairdressing plus four modules from Certificate III
- 4 VCE units – Units 1 (x2), 2 and 3. There is no Unit 3/4 sequence from this option.
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level
- Up to 4 VCAL Work Related Skills units.

Learning activities
Classes comprise a mix of theory and practical work. The underpinning knowledge learned in class will be applied in practical sessions and during compulsory work placements. Students will be using work books requiring written responses and working on group projects to learn about effective communication skills, the structure of hair, the effect chemicals will have on hair and selling products and services.

Key skills required
Students will be using a variety of equipment to style hair on mannequins and eventually live models. Students will be learning techniques for shampooing, removing chemicals from the hair and basic colour applications.

Sample Course Structure

<table>
<thead>
<tr>
<th>Units 1 and 2</th>
<th>Unit 3 ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prepare clients for salon services</td>
<td>• Design haircut structures</td>
</tr>
<tr>
<td>• Maintain tools and equipment</td>
<td>• Develop hairdressing industry knowledge</td>
</tr>
<tr>
<td>• Follow personal health and safety routines</td>
<td>• Work effectively in a retail environment</td>
</tr>
<tr>
<td>• Dry hair to shape</td>
<td>• Perform head, neck and shoulder massage</td>
</tr>
<tr>
<td>• Communicate in the workplace</td>
<td>• Sell products and services</td>
</tr>
<tr>
<td>• Apply safe working practices</td>
<td>• Apply the principles of hairdressing science</td>
</tr>
<tr>
<td>• Rinse and neutralise chemically curled hair</td>
<td>• Design and apply short-medium length hair design finishes</td>
</tr>
<tr>
<td>• Apply temporary hair colour and remove residual colour products</td>
<td>• Consult with clients and treat hair and scalp conditions</td>
</tr>
<tr>
<td>• Assist colleagues providing salon services as a team member</td>
<td></td>
</tr>
</tbody>
</table>

Recommended Complementary VCE Units
Studio Arts, Visual Communication and Design, Health and Human Development

Cost
- Approximately $400 per year
- The fee contributes to the cost of: module booklets and reference materials, consumables, equipment case with tools and consumables.
Certificate II in Hospitality

Two certificates will be offered in Hospitality. They are Certificate II in Hospitality (Kitchen Operations - Back of House) and Certificate II in Hospitality (Front of House). The two courses are described below and units outlined.

Certificate II Hospitality (Kitchen Operations – Back of House)

Suited to students who: have a passion for and enjoy learning about food and the service industry, want to enter the Hospitality or Tourism industries as a career choice as a cook or chef, want part time work in the hospitality industry and enjoy working with others. This course is aimed at Back of House training, which involves training and development of skills within a kitchen.

Certificate II Hospitality (Front of House)

Suited to students who: have a passion for and are focused on the hospitality industry, in particular restaurant service. This includes drinks service, service to customers and coffee making and will develop students’ skills within a fully operational restaurant. This course is popular as a career choice, and for students wanting part time work or full time work within the industry.

Credit upon successful completion of the program

- Certificate II in Hospitality (Kitchen Operations - Back of House) SIT20307 or Certificate II in Hospitality (Front of House) SIT30707
- Units 1-4 in VCE VET Hospitality
- Students completing the assessed coursework and the VCAA exam receive a study score which contributes towards their ATAR (formerly ENTER)
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.

Learning activities

In Hospitality, students undertake theory by working through their learning resource, interactive online activities and class activities including role plays, case studies and media reviews. Students gain an understanding of what the Hospitality industry is about, the importance of good communication and the diversity of people you are likely to meet. In the practical classes student learn basic ‘mis en place’ techniques, knife skills, presentation of food and basic methods of cookery. Production and service of drinks, including non-alcoholic beverages and coffee is also included.

Key skills required

Students will be required to undertake various classroom learning activities, ranging from completing tasks on communication, working with others, occupational health and safety, responding to emergencies and workplace hygiene. Participation in practical activities allows the student to develop competence in food preparation, cooking or service skills. Work booklets and media folios need to be kept up to date.
Sample Course structure

Year 11 VET Certificate II Hospitality (Front of House)

Units 1 and 2
- Follow health, safety & security procedures
- Follow workplace hygiene procedures
- Present food
- Completed in Year 11 at BSSC in Semester 2
- Organise and prepare food
- Develop and update hospitality industry knowledge
- Work with colleagues and customers
- Work in a socially diverse environment
- Serve food and beverage to customers
- Clean premises and equipment
- Receive and store stock
- Clean and tidy bar areas
- Apply hospitality skills in the workplace

Units 3 and 4
- Prepare and serve non-alcoholic beverages
- Develop and update food and beverage knowledge
- Prepare and serve Espresso coffee
- Provide food and beverage service
- Provide responsible service of alcohol

Year 11 VET Certificate II Hospitality (Kitchen Operations – Back of House)

Units 1 and 2
- Follow health, safety & security procedures
- Follow workplace hygiene procedures
- Present food
- Organise and prepare food
- Develop and update hospitality industry knowledge
- Work with colleagues and customers
- Prepare and serve espresso coffee
- Use basic methods of cookery
- Clean and maintain kitchen premises
- Receive and store kitchen supplies
- Work in a socially diverse environment

Units 3 and 4
- Completed in Year 12 at BSSC in Semester 1
- Prepare appetisers and salads
- Prepare hot and cold dessert
- Plan and prepare food for buffets (theory component)
- Prepare, cook and serve food for food service
- Prepare stock, sauces and soups
- Prepare vegetables, fruit, eggs and farinaceous dishes
- Plan and prepare food for buffets (practical component)

Recommended Complementary VCE Units

Food and Technology

Cost
- Approximately $350 per year (Students must also budget for an enrolment fee and purchase of a uniform)
- This fee contributes to the cost of ingredients, food materials, module booklets, reference materials, tools and equipment

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (66%), 1½ hour written examination in November (34%)
Certificate II in Information Technology

This certificate is suited to students who are good with computers, interested in a job in the computer industry and are interested in a job that uses computers as a tool.

Credit upon successful completion of the program

- Certificate II in Information Technology (ICA20105), partial completion of Certificate III or Full Certificate III
- Completion of the compulsory core units at ICA20105 is equivalent to units 1 and 2 VCE. The addition of the core for VCE Units 3 and 4 and four other units completes Certificate II ICA20105 Information Technology
- The compulsory core units at ICA30105 in addition to units from a specialist stream deliver Units 3 and 4 VCE
- Students completing the assessed coursework and the VCAA exam receive a study score which contributes towards their ATAR
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level
- On completion of a 3 year program a full Certificate III is obtained along with a second VCE Unit 3 and 4 sequence

Learning activities

Units 1 and 2 modules include operating computer hardware and computing packages, designing organisational documents using computing packages and working effectively in an Information Technology environment.

Units 3 and 4 modules include running standard diagnostic tests, applying occupational health and safety procedures and installing and optimising operating system software. A required specialist focus is available in the support stream only.

Key skills required

This subject is competency based and the student should have a good basic understanding of the use of computers as used in the home or office. Students should be able to follow installation manuals and be able to create user documentation for computer systems.

Sample Course Structure

Units 1 and 2
- Follow workplace safety procedures
- Design organisational documents
- Operate computer hardware
- Operate computing packages
- Integrate commercial packages
- Work effectively in an IT Environment
- Communicate in the workplace

Units 3 and 4
- Create user documentation
- Install and optimise operating systems
- Run standard diagnostic tests
- Apply OH&S procedures
- Provide advice to clients
Recommended Complementary VCE Units
Business Management

Note: Due to significant duplication between VET Certificate II in Information Technology and VCE Information Technology Units 1 and 2, students enrolling in both subjects only gain two units towards the satisfactory completion of their VCE. This only applies for Unit 1 and 2 VCE and does not apply VCE Units 3 and 4 IT Applications.

Cost
- Approximately $200 per year
- This cost contributes to: module booklets and reference materials, consumables, tools and equipment.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (66%), 1½ hour written examination in November (34%)
Certificate III in Interactive Digital Media (Multimedia)

Suited to students who are interested in animation, web design, print and game design. Students learn about the Multimedia Industry and use software such as Adobe Photoshop, Illustrator, Flash and Dreamweaver. Multimedia is ideal for students who are imaginative, demonstrate good creativity skills, enjoy working with computers and work well individually and as part of a team.

Credit upon successful completion of the program
• Certificate III in Media
• Units 1-4 in VCE VET Interactive Digital Media
• Students completing the assessed coursework and exam receive a study score which contributes towards their ATAR
• 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

Learning activities
Students enrolled in Multimedia will be required to undertake learning activities which include designing and creating short animations and interactive products such as games and websites. They will also gain knowledge about design principles, drawing techniques and the technical aspects of the subject. This subject is competency based and students undergo project based work on simulated industry environments as if working for a client.

Key skills required
All theory and practical tasks need to be completed to a competent standard to gain the certificate.

Sample Course Structure

Units 1 and 2
• Develop and extend critical and creative thinking skills
• Work effectively in the screen and media industries
• Follow Occupational Health & Safety procedures
• Produce and prepare photo images
• Produce drawings to represent and communicate the concept
• Follow a design process
• Maintain interactive content

Units 3 and 4
• Create 2D digital animations
• Write content for a range of media
• Explore and apply the creative design process to 2D forms
• Author interactive sequences
• Prepare video assets
• Create visual design components

Recommended Complementary VCE Units
Visual Communication and Design, Media, Business Management, Information Technology subjects and Studio Arts

Cost
• Approximately $200 per year. This cost contributes to: course materials and a multimedia kit supplied by the college.

VCAA ASSESSMENT – The overall Study Score in Year 12 will consist of:
School Assessed Coursework (66%), 2 hour computer based examination in November (34%)
Certificate III in Music

Suited to students who are creative and enjoy creating and performing music, would like to learn more about working in the music industry, are interested in working with live sound PA/DJ and Raves, would enjoy working in a band or managing an individual or band in the music industry, would like to learn how to use computers to record music and would like to learn how to mix sound for film, TV or music.

Credit upon successful completion of the program

- Certificate III in Music Industry (Technical Production) CUS30201 OR Certificate III in Music CUS30101
- Units 1-4 in VCE VET Music Industry
- Students completing the assessed coursework and VCAA exam receive a study score which contributes towards their ATAR
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.

Learning activities

Students enrolled in the Technical Production Certificate must complete project and assignment work based on theory and simulated industry environments. Students learn about the music industry, contracts, occupational health and safety, sound and audiovisual equipment. Industry standard equipment and multimedia facilities are used for practical tasks. All theory and practical tasks need to be completed to an industry standard to gain a certificate. The Music (Performance) certificate incorporates units such as preparing self for performance and extending technical skills in performance.

Key skills required

This subject is competency based and students learn to lay sound tracks and set up sound recording equipment. Students may be involved in producing a CD featuring local musicians. Sound editing and mixing using latest technology make up the program in Year 12.

Sample Course structure

<table>
<thead>
<tr>
<th>Units 1 and 2</th>
<th>Units 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Work effectively with others</td>
<td>- Apply audio general knowledge to work activities</td>
</tr>
<tr>
<td>- Manage own work &amp; learning</td>
<td>- Select/manage microphone/audio inputs</td>
</tr>
<tr>
<td>- Source &amp; apply entertainment industry knowledge</td>
<td>- Provide sound reinforcement</td>
</tr>
<tr>
<td>- Follow occupational health &amp; safety procedures</td>
<td>- Record &amp; mix a basic music demonstration</td>
</tr>
<tr>
<td>- Implement copyright arrangements</td>
<td>- Set up &amp; disassemble audio equipment</td>
</tr>
<tr>
<td>- Perform basic sound editing</td>
<td>- Assist with sound recordings</td>
</tr>
<tr>
<td>- Plan a career in the creative arts industry</td>
<td>- Compose simple songs or musical pieces</td>
</tr>
<tr>
<td>- Incorporate music technology into performance</td>
<td>-</td>
</tr>
</tbody>
</table>

Cost

- Approximately $350 per year. This fee contributes to the cost of: course booklets and materials, consumables and hire and use of specialist equipment

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (66%), 1½ hour aural and written examination in November (34%)
Choosing VCE Subjects - Choose Carefully

In choosing subjects for Year 11 you need to also consider what subjects you will do in Year 12. Year 12 subjects you choose now will be an indication of your preferred pathway and not necessarily what you will take in Year 12. You will be required to do 6 subjects in Year 11 and 5 in Year 12 with English or Literature being the only compulsory subject. Every effort will be made to give you your first choices but student numbers and timetabling restrictions may restrict this. If you are currently successfully doing a VCE subject or a VET you may choose to do Units 3&4 in Year 11.

Choices for Year 11

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<tr>
<th>BLOCK</th>
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<th>D</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>SUBJECT</td>
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Signature of Teacher if required

Alternative Choices

Please provide a list of extra units in case any of those listed in the boxes above are not available. (Every possible effort will be made to provide you with your original choices)

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<th>BLOCK</th>
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</table>

Proposed choices for Year 12

<table>
<thead>
<tr>
<th>SUBJECT</th>
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</table>

Are there any subjects that you have not been able to select because they clash with another one you have selected? If so what subjects are they?

1. ____________________________________________________________

2. ____________________________________________________________
I would like to be involved in the  

☐ VCAL Stream (straight VCAL subjects)  

OR  

☐ Choice VCAL Stream (combination of VCAL and VCE subjects)  

In order to complete VCAL, students need to incorporate the following course requirements into the blocks below:  

- Literacy (either VCAL literacy OR VCE English Units 1 and 2 OR VCE Literature Units 1 and 2)  
- Numeracy (either VCAL numeracy OR VCE General Maths Units 1 & 2 OR VCE Maths Methods Units 1 and 2)  
- VET – Please indicate the VET you are considering/or have already started  

__________________________________________________________  

- Work Related Skills (WRS)/Personal Development Skills (PDS) (needs to include one WRS/PDS subject)  
- AND EITHER  
  - The VCE subject/s of their choice (able to choose up to 2 VCE subjects OR 1 VCE subject AND 1 VCAL practical class)  
    OR  
  - The practical VCAL classes of their choice (2 subjects need to be chosen from the list provided)  

Choose no more than one subject from each block.  

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<th>BLOCK D</th>
<th>BLOCK E</th>
<th>BLOCK F</th>
</tr>
</thead>
</table>

**Alternative Choices**  
Please provide a list of extra subjects in case any of those listed in the boxes above are not available. (Every possible effort will be made to provide you with your original choices)  

<table>
<thead>
<tr>
<th>BLOCK SUBJECT</th>
<th>BLOCK A</th>
<th>BLOCK B</th>
<th>BLOCK C</th>
<th>BLOCK D</th>
<th>BLOCK E</th>
<th>BLOCK F</th>
</tr>
</thead>
</table>

School based Apprenticeships (SBA): if you are considering an SBA then you need to place it down as one of your proposed EXTRA choices. However as you do not CURRENTLY have an SBA you will ALSO need to choose a VET